DOCUMENT RESUME

ED 372 778 JC 930 189

AUTHOR	Franco, Robert W., Ed.; Shimabukuro, James N., Ed.
TITLE	Beyond the Classroom: International Education and the Community College. Volume III: Creating Institutional Links in Asia and the Pacific.
INSTITUTION	Hawaii Univ., Honolulu. Kapiolani Community Coll.
SPONS AGENCY	American Association of Community Colleges, Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE	92
NOTE	100p.; For volumes I-II, see JC 930 187-JC 930 188; for volume IV, see JC 930 190.
PUB TYPE	Collected Works - General (020) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Asian Studies; Chinese Culture; Community Colleges; *Cultural Exchange; Foreign Countries; *Intercollegiate Cooperation; *International Educational Exchange; *International Programs; Two Year Colleges
IDENTIFIERS	*Asia Pacific Region; Japan

ABSTRACT

Part of a four-volume set in which community college educators discuss their efforts to internationalize the educational experience of the students and communities they serve, volume III in this series addresses the development of programmatic links among five two-year colleges and institutions in Japan, Taiwan, the People's Republic of China, Australia, American Samoa, the Federated States of Micronesia, Belau, and the Commonwealth of the Northern Marianas Islands. Volume III contains the following articles: (1) "Reflections on My Fulbright Experience," by Vinnie Linares; (2) "Fox Valley Technical College Goes 'Down Under,'" by Callie Zilinsky; (3) "Leeward Community College's Relationship with Beppu University," by John Conner and Kathi Hiyane-Brown; (4) "The Windward Community College-Kagawa Junior College Exchange Program," by Jean Hanna; (5) "A Japanese Experience," by Ibrahim Dik; (6) "Maui Community College and Chofu Gakuen Exchange Program," by Susan Terry; (7) "Maui's Sister College Relationship with Pingtung, Taiwan," by Ernie Rezents; (8) "Kapi'olani Food Service Training in Asia," by Ernst Hiltbrand and Mona Taga; (9) "Short-Term Technical Training in the U.S.-Associated Pacific Islands," by Marcia Armstrong; (10) "Building Business Education Training Links," by Trude Pang and David Nakamaejo; (11) "Building Pacific Island Networks," by Robert Franco and James Becker; and (12) "Marine Science Education across the Pacific," by David A. Krupp. Concluding comments discuss similarities and differences in the approaches of the colleges, successful implementation strategies, and future issues. (KP)

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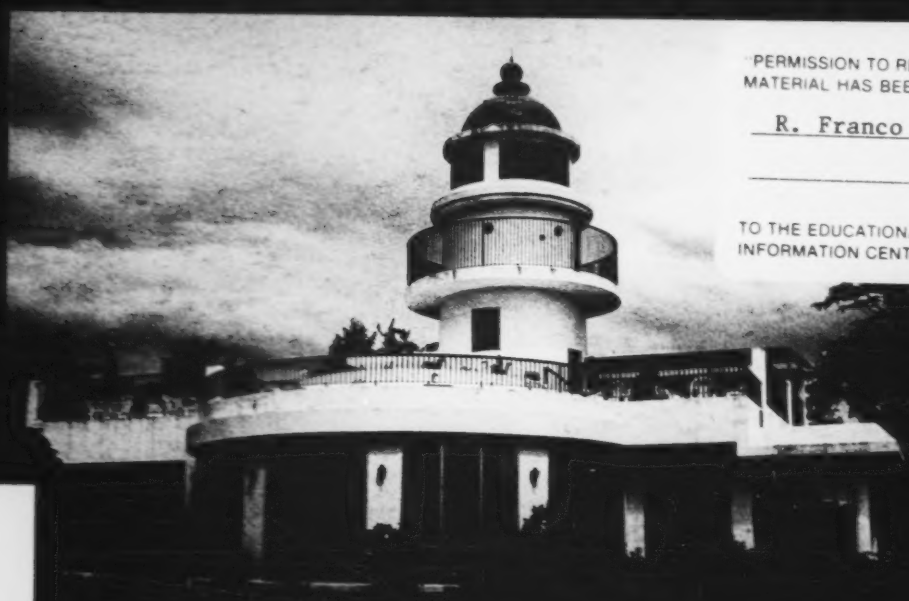
BEYOND THE CLASSROOM

INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE



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JC 930 189

VOLUME III
CREATING INSTITUTIONAL LINKS
IN ASIA AND THE PACIFIC

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BEYOND THE CLASSROOM

INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE

VOLUME I

Internationalizing the Curriculum with an Asian-Pacific Emphasis

VOLUME II

Internationalizing the Campus Environment

VOLUME III

Creating Institutional Links in Asia and the Pacific

VOLUME IV

Working with Local Business to Enhance Asian-Pacific Understanding

BEYOND THE CLASSROOM

INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE

VOLUME III
CREATING INSTITUTIONAL LINKS
IN ASIA AND THE PACIFIC

EDITORS
Robert W. Franco, PhD
James N. Shimabukuro, EdD

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BEYOND THE CLASSROOM: INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE

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This publication of *Beyond the Classroom: International Education and the Community College* is supported by a grant from The Kellogg Foundation

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4303 Diamond Head Road
Honolulu, Hawaii 96816

Printed in the United States of America

6

Table of Contents

Overview *1*

Reflections on My Fulbright Experience—*Vinnie Linares* *3*

Fox Valley Technical College Goes "Down Under"—*Callie Zilinsky* *9*
- How It All Began 9
- The Tour 10
- Future Directions and Ongoing Activities 16
- Conclusion 17

Leeward Community College's Relationship with Beppu University—*John Conner & Kathi Hiyane-Brown* *19*
- Program Activities 20
- Funding Base 23
- Administrative Support 23
- Faculty Role 24
- Student Involvement 24
- Community Input 24
- Challenges, Pitfalls, and Rewards 24
- Summer Sessions at Beppu University 26
- Improvements to Be Made 27
- Formal Assessment—Summer 1990 27
- Future Directions 32

The Windward Community College-Kagawa Junior College Exchange Program—*Jean Hanna* *35*
- Planning and Implementation 35
- Description 35
- Evaluation 36
- Future Hopes and Directions 37

A Japanese Experience—*Ibrahim Dik* *39*
- Business Lectures 39
- Cultural Observations 41
- Conclusion 42

Maui Community College and Chofu Gakuen Exchange Program—*Susan Terry* *45*
- Planning and Development 45
- Implementation and Assessment 48
- Future Directions 49

Maui's Sister College Relationship with Pingtung, Taiwan—*Ernie Rezents* *51*

Kapi'olani Food Service Training in Asia—*Ernst Hiltbrand & Mona Taga* **57**
Preparations for the Trip 57
Training in China 59
Assessment 60

Short-Term Technical Training in the U.S.-Associated Pacific Islands—*Marcia Armstrong* **61**
The Short-Term Technical Training Grant 61
The Technical Training 62
Evaluation 65
Future Directions 66

Building Business Education Training Links—*Trude Pang & David Nakamaejo* **67**
Technical Assistance Goals 67
Early On-site Observations 68
Technical Assistance Activities 68
Assessing the Program 71
Conclusion 72

Building Pacific Island Networks—*Robert Franco & James Becker* **75**
Our Experience with the CAPE Research and Development Cadre 75
Working with the Belau Department of Education 78
The Cadre Meets Again 79
Future Directions in Building Pacific Networks 81

Marine Science Education Across the Pacific—*David A. Krupp* **83**
Marine Option Program (MOP) 84
Undergraduate Faculty Enhancement in the Marine Sciences 89
Acknowledgements 91
Appendix 91

Conclusion **93**
How Did They Do it? 94
Future Issues 94

The Pacific Rim and the Pacific Islands

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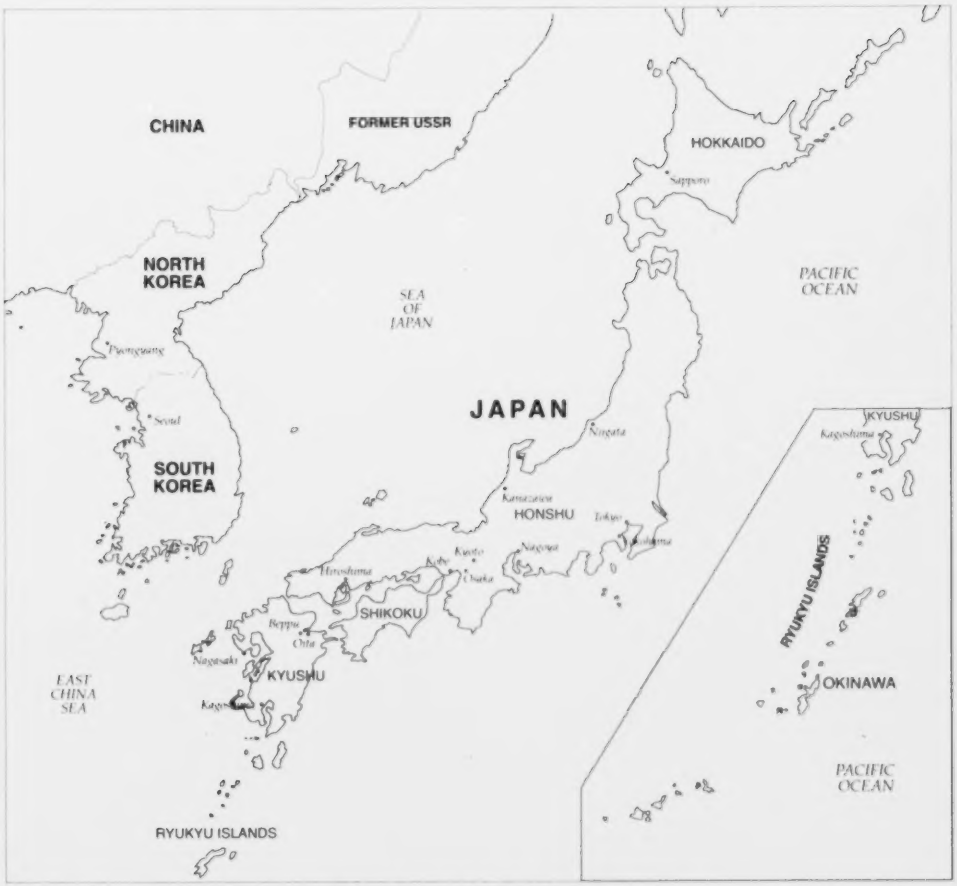

Asia and the Japanese Islands

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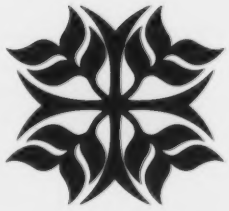
Overview



The twelve papers in this volume discuss the development of programmatic links between five Associate Colleges and institutions in Japan, Taiwan, the People's Republic of China, Australia, American Samoa, the Federated States of Micronesia, Belau, and the Commonwealth of the Northern Mariana Islands (see map on page vii). The initial contribution from Vinnie Linares of Maui Community College presents a sensitive account of the personal and professional growth he experienced as a result of his Fulbright scholarship in South and Southeast Asia, as well as the Pacific Islands. Next, Callie Zilinsky, from Fox Valley Technical College, relates the excitement and adventure of providing Quality Academy training across Australia.

The next four papers cover different aspects of developing institutional links with Japan. Leeward Community College Instructor John Conner relates in a detailed and highly personal way the historical development of their study abroad arrangement with Beppu University in Japan. In the following papers Jean Hanna describes Windward Community College's ongoing student exchange relationship with Kagawa College, and Sue Terry discusses the recent structuring of Maui Community College's faculty and student exchange agreement with Chofu Gakuen Women's College. To round out the Japan coverage, Kapi'olani Instructor Ibrahim Dik presents his personal experience as an exchange scholar in Japan.

Ernie Rezents discusses the sister college relationship between Maui Community College and the National Pingtung Institute of Agriculture, Taiwan. Next, Ernest Hiltbrand, Kapi'olani instructor, and Mona Taga, Kapi'olani student, relate their food service training experience in the People's Republic of China.

Topically, the papers then move away from Asia and out into the Pacific Islands. Marcia Armstrong of Kapi'olani Community College describes the challenges and rewards of providing laboratory technician and radiology training in American Samoa, the Federated States of Micronesia, Belau, and the Commonwealth of the Northern Marianas.

Kapi'olani instructors Trude Pang and David Nakamaejo then discuss their experience as consultants to the Business Education Department at Northern Marianas College, and Robert Franco and James Becker report on ongoing research

and development work with Micronesian and Samoan educators. Finally, David Krupp, Windward Community College instructor, outlines a plan for developing marine science curriculum at colleges across the Pacific Island Region.

Clearly, the papers in this volume represent a far-flung geographic expanse and a wide range of educational endeavor. More than in any of the three previous volumes, these papers are highly personal accounts, and the editors felt it important to allow the unique writing styles and voices of the authors to speak for their efforts.

—*RWF*

Reflections on My Fulbright Experience

Vinnie Linares
Maui Community College

Before reviewing my two Fulbright experiences and how I have incorporated their outcomes and internationalism into my Maui Community College curriculum, I feel it is necessary to preface my remarks with some basic background about my early fascination and life experiences with internationalism, as these experiences have profoundly affected the direction and intent of my professional life.

I was raised in a very ethnic family, one that devoted great attention to world affairs. This international bent in family affairs was almost solely the result of having two sets of immigrant grandparents. While growing up, I was constantly aware of, and introduced to, books, topics, foods, ideas and cultural norms which reflected European and Middle Eastern values. For some reason, I appreciated these values at an early age, and as I reflect upon these rich relationships with my grandparents, I realize I took great pride in their being different from what I then considered "American." I learned from my grandparents a great appreciation for my cultural heritages, and how important these mixed heritages were for both the history and development of America and Europe.

Reading was also a very important element in my upbringing, and I vividly recall being surrounded by adult readers in the family and lots of books and magazines in the house. I was read to often, encouraged to read, shown the importance of reading at an early age, and through the modeling of my parents, I grew to appreciate the value of the library and the worlds it could open to me.

Armed with the richness of my chop suey cultural heritage and my early appreciation for reading, I was, at an early age, very interested in world affairs, world geography, and most importantly, history. Throughout my entire preprofessional life, I excelled in school in any subject that dealt with such subjects. Eventually I earned a bachelor of arts degree in liberal arts with a major in history and a minor in philosophy. My undergraduate studies in history during my junior and senior years concentrated on ancient Middle Eastern history and several survey courses of Japanese and Chinese history. I was going to attend graduate school and seek an MA or PhD in ancient history and then teach at the college level; however, it was 1968, the war in Vietnam was raging, and my political and social views were such that I sought refuge from the war by serving in the Peace Corps for three years in Micronesia. Being in Micronesia allowed me the opportunity to travel exten-

sively throughout the Pacific Basin and Asia. In 1971, I attended Sophia University in Tokyo, Japan, and this excellent experience, when coupled with my three year Peace Corp stint as an English teacher and teacher-trainer, cemented forever my desire to learn about, work in, and promote internationalism through teaching. After two additional years in Micronesia supervising a language program for one hundred schools, I enrolled in a graduate ESL program at the University of Hawai'i and received my master's degree in 1975. While a graduate student, I was particularly interested in sociolinguistics and the effects of culture on language and vice-versa. I have continued to be fascinated by this phenomenon; consequently, my work in this area proved to be the stimulus for my eventual Fulbright scholarships. In closing these prefatory remarks, I should also state that before being granted the two Fulbrights, one in 1984 to Sri Lanka and the second in 1989 to Malaysia, I had traveled extensively through Europe to visit university language schools and returned numerous times to Micronesia and Japan to teach English.

In 1975, I was hired by Maui Community College to teach and coordinate the college's ESL program, and since then have done so while also expanding my instructional expertise to cover all levels and types of English instruction. My students represent a wide range of ethnic and cultural backgrounds: American, Asian, Pacific, and European, and because we are an open-door community college, they also represent many age groups and levels of scholastic ability. Given this rich mixture and the students' relative naivete about world affairs, I have attempted, given my instructional philosophy, to inculcate in all of them an appreciation of who they are individually and collectively; and have tried, through my curriculum and example, to provide them with an understanding of the world around us. In the remainder of this monograph, I explain how I have attempted to achieve these ambitious goals at all levels of professional responsibility at the college: instruction, curriculum development, staff development, community service, and college governance.

My first Fulbright Scholarship, after two unsuccessful attempts in 1981 and 1983, was to Sri Lanka in 1984. The one year scholarship was extended an additional six months so that I could complete the basic work for the textbook project I was initially given by the Sri Lankan Ministry of Education. As the coordinator of a team of four—two American graduate research assistants and two Sri Lankan curriculum specialists—I was responsible for the design and development of a new English language syllabus for Sri Lankan high school students finishing their A Levels. The ultimate design and content of the multi-skilled, four-text (reading, writing, listening, and speaking) syllabus was very international in nature. It attempted, through a series of interdisciplinary reading and writing exercises, to have students learn and use English in contexts that promoted the use of English in discipline-related ways and introduced students to a world of ideas that reflected the socioeconomic and political environment of Sri Lanka and the world. Consequently, many of the text exercises reflected relevant world issues. Frequent

India: A Regional View

use was made of magazine, newspaper, and media-related materials, as well as a cross-section of short stories, novels, and other literature gathered from around the world. The intent was to teach English that would be useful to students about to enter the political and economic arena of Sri Lanka, a country exhibiting, in 1984, despite an emerging civil war, steady economic growth. After almost twenty years of self-imposed isolation and internal nationalistic examination, the Sri Lankan Ministry of Education wanted crash English language programs to serve a multitude of purposes. Our text served such a purpose. My concept for the series of

texts, which was approved by the Ministry, was one I had developed and fine-tuned on Maui in my English classes. Therefore, while working as a Fulbright Scholar in Sri Lanka, I was able to try many of the instructional strategies I had used and would use at Maui Community College. A corollary activity of this curriculum development in Sri Lanka, one which was to prove almost as successful as the textbooks, was field testing of curricula materials and instructional strategies in numerous teacher in-service training programs throughout Sri Lanka. While developing new materials, we were also able to train over 300 Sri Lankan English teachers, many of whom had not been introduced to contemporary trends in language acquisition strategies. Additionally, we used the materials with Peace Corps volunteers who had been assigned to 19 teacher-training centers throughout the country, and through this connection, we were able to introduce the new materials, the teaching strategies, and the educational philosophy supporting the materials to several hundred additional prospective teachers.

When I left Sri Lanka in 1986, a four-text English reading, writing, listening and speaking syllabus was printed and distributed for field testing to several hundred high schools throughout the country in urban and rural settings. The texts, as well as the suggested instructional philosophy and teaching methods, stressed the importance of relating what was to be learned in school to issues that concerned both the national and international role of Sri Lanka.

I returned to Maui Community College in 1986 and almost immediately set about changing the tone of all my classes. While the intent and the skill-related goals remained the same, I altered and expanded the nature and range of reading assignments so that my syllabi reflected a broader selection of issues, authors, and cultures. To introduce a wide range of national and international issues, I adopted texts in all my courses that contained reading selections that would offer my students a better opportunity to examine and to think critically about topics outside their own worlds. With my collection of slides, numbering in the thousands, I developed a series of presentations for my literature and composition classes that highlighted national and international religious, social, and political themes. Subsequently, given the success of the slide presentations in my own classes, I have been asked on a regular basis since 1986 to lecture and share the series of slides with students in religion, philosophy, history, and anthropology courses on campus and with community groups throughout the island of Maui.

To internationalize my curriculum, I:

- Incorporated a wider range of reading materials and topics into all course syllabi
- Developed a series of slide presentations for use in literature and composition courses
- Through library acquisitions of videos, magazines, newspapers, and books, expanded the range of international topics available in the college library

- Using the natural talents, life experiences, and expertise of the diverse cultural and ethnic backgrounds of my local and international students, developed and utilized an in-class journal and peer-review process wherein students share, either through writing or discussion, their observations and critical analyses of a wide range of national and international topics
- As an advocate of internationalism, developed a series of slide and lecture presentations for use both on and off campus

Because of my curriculum development and teacher-training work in Sri Lanka, I was asked in 1989 by the Council for the International Exchange of Scholars (CIES) to accept a six month teaching position as a Fulbright Scholar at the University of Northern Malaysia (UNM). My specific responsibilities were to teach a series of English courses to Malaysian undergraduates and to assist with the development of a new English language curriculum for UNM. While working in these two areas, I was also asked by the University to conduct a series of intensive in-service workshops for future English teachers throughout the province of Kedah, Malaysia. I conducted eight such seminars in Malaysia and two additional seminars in Thailand: one at Prince Songkla University and another at Chululongkorn University, Bangkok. Again, I was given the opportunity to utilize materials and teaching strategies honed at home. Being in an international setting also gave me the opportunity to gain additional insight into the relevant issues shaping and framing the lives of my professional peers in Malaysia and Thailand. Since I was allowed such a forum for my own ideas and expertise, I was once again given an opportunity to receive much more than I was to give. Both the nature and degree of the critical feedback I received from my students and peers, reflecting opinions and analyses quite different from those held by Americans and Westerners, was extremely helpful in the continuing development of my teaching philosophy and instructional style. Simply stated, I have become a much better teacher at home because of what I have learned abroad!

In a recent television program, a man who had walked the entire length of Japan, over 1500 miles, commented in a philosophical tone at the end of his trip that it was important to realize that he had not just walked through Japan, but that Japan had walked through him. I appreciate this profound observation because it best reflects my belief and evaluation of my own international experiences and professional work abroad. I have developed, hopefully, an appropriate, objective awareness and sensitivity to international issues. It is a development so inclusive and so much a part of my consciousness that it is no longer a unique or separate part of my personal or professional ethic. Furthermore, I would like to think that my students also develop a philosophical ethic about the importance and relevance of internationalism, and that they grow to appreciate the importance of such knowledge in their lives, not as something extraordinary, but as necessary.

In summary, the continuing development of my personal and professional experiences, dating from early childhood to the present, have contributed to my

belief that through my work both on campus and in the community, I am promoting an understanding, appreciation, sensitivity, and continuing awareness of international issues.

The Fulbright experiences were reciprocal in nature as all involved benefited; therefore, the intent of the scholarships was accomplished. The long-term educational outcomes for Maui Community College are difficult to evaluate; they are still unfolding and unclear since the broader values we are seeking to inculcate in ourselves as a campus community are developmental, not necessarily measurable, and illusive. What can be measured are the physical manifestations of such developing values in campus activities and programs: types of textbooks used in specific discipline and interdisciplinary courses, campus international programs and exchanges, arts programs, speakers bureaus, staff development programs, foreign language and cultural curricula, library resources, campus foreign student admissions policy, academic and extracurricular programs, and student and faculty clubs. We do assume as a campus community that the more we collectively experience, study, discuss, and share, the more we become aware of international issues. Raising consciousness of such issues is the first step; therefore, greater attention and focus will be given to internationalism in all of the above venues. Such a focus should result in a better informed campus community. My experiences have allowed me be to begin the process of awareness both in my classroom and on the campus, and I feel strongly that as more faculty experience the peoples and culture of Asia and the Pacific, the internationalizing process will accelerate at Maui Community College.

Fox Valley Technical College Goes "Down Under"

Callie Zilinsky
Fox Valley Technical College

Planning for and delivering training half-way around the world brings a unique set of challenges and opportunities. Stanley Spanbauer, Don Sleeger, and Callie Zilinsky, of Fox Valley Technical College (FVTC), headed for Australia in August 1990. It was the beginning of an adventure that is still unfolding and the beginning of an exciting, new relationship for us and, we hoped, for the Australians. We were about to be introduced to a wonderful continent, its straightforward and dynamic people, its rugged and beautiful landscapes, and its intriguing flora and fauna.

How It All Began

Victor Gidley, director of Port Hedland College, came to FVTC's Quality Academy in fall 1988, to attend the first seminar held to introduce other educators to the College's experiences implementing Total Quality Management (TQM). His visit was part of an extended tour of North America and Europe. Gidley went away from FVTC intrigued with the notion of implementing in an educational institution an organizational improvement process from the business sector. During the two-day visit in Appleton, Wisconsin, he had seen a college deep in healthy chaos as it started to challenge its traditional way of doing business. He watched and listened as we struggled with (1) translating academic and business concepts geared to meeting the needs of students as customers, (2) serving those who employ our graduates as customers, (3) applying the tools of effective planning and of process improvement to our operations, (4) understanding that our systems and processes are out of control, in the sense that great variation exists in them, and (5) moving an organization from an autocratically managed hierarchical structure to one of decentralized power and decision making. Gidley saw possibilities of applying what he learned at the seminar to the technical colleges of Australia as they faced challenges to become lean and mean for success in the 21st century.

Gidley did not leave our campus without inviting Stanley Spanbauer, FVTC's director/president, to a reciprocal visit to his college in Port Hedland, on the northwest coast of Australia, and its two sister institutions in Karratha and Kalgoorlie, collectively referred to as the Pilbara Colleges. In December 1988, Gidley communicated in a letter that in addition to the three colleges there would be considerable interest in our running workshops in several other centers in Australia.

In Western Australia, the Office of Technical and Further Education would be interested in FVTC running a program for their 19 Technical and Further Education (TAFE) colleges, and at the federal level the national organization that handles Commonwealth funds would be interested in running workshops in the eastern states. And so it went.

By summer 1990, the venture had grown from Spanbauer visiting three small colleges in Western Australia to a training team of three traveling across the continent delivering workshops in a variety of settings.

Between January 1989 and January 1990, Gidley retired, the government changed, funding waxed and waned, and the organizer for the trip was reassigned. In November 1989, a letter from Gidley stated, "At long last, I have some good news...the Chief Executive of Western Australia's Technology and Industry Development Authority (TIDA) is enthusiastic about the idea of sponsoring your visit and he is anxious to move quickly." It was a go. In August 1990, serious planning began.

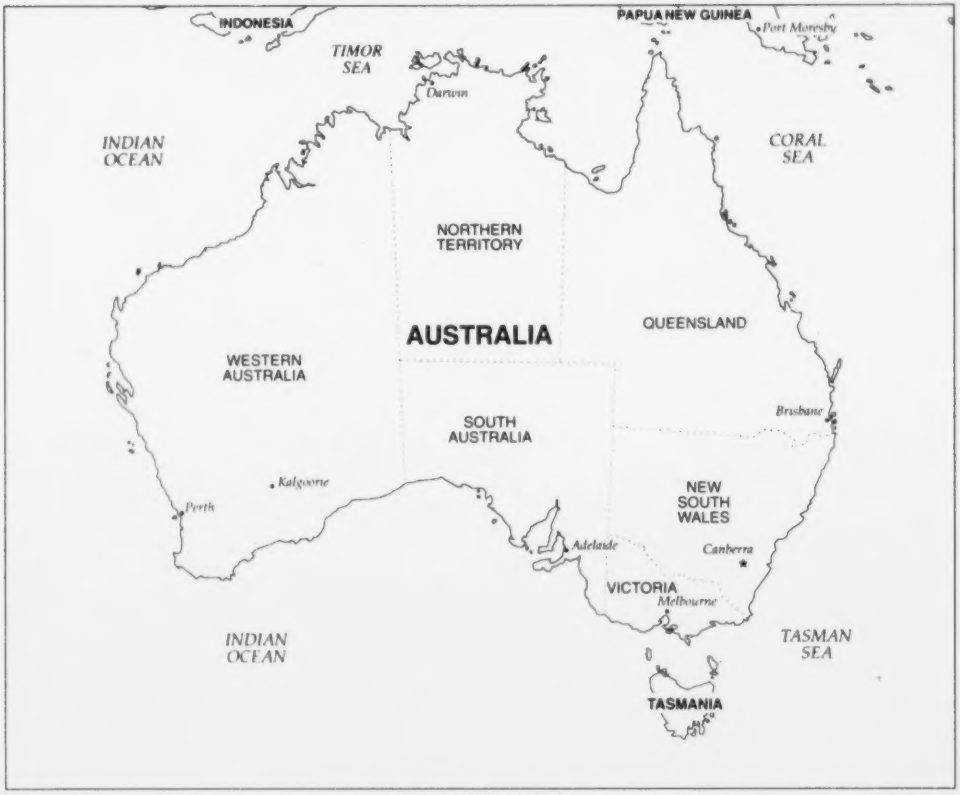
The opportunity to go to Australia was not an immediate event; it evolved over time and was fraught with frustrations. Doing business by FAX and phone between time zones 12–17 hours apart and working with a country completing major leadership changes during the planning stages of the venture was complicated, to say the least.

I will not belabor the details here, but obviously FVTC's Quality Academy team members had some planning and production ahead of them. Each proposed delivery site had its own unique requirements, and what we had originally seen as a series of duplicate two-day seminars at four sites became five customized training activities. After significant communications between the Academy's training consultant and our respective hosts, agendas were finalized and confirmed. Logistics of matching audio and video software to Australian hardware systems; challenges of shipping and customs, calling Australia on Friday afternoon to find that it was already Saturday morning in Sydney, and remembering the differences in spelling, such as the word *program* (they spell it *programme*), became easier as we moved along.

The Tour

Our adventure began on a hot summer morning in Wisconsin. We conquered time zones in stages, had a brief respite in Honolulu, and went back into spring in New Zealand. As we approached the airfield in Auckland, New Zealand, we saw what looked like the same dairy farms and cattle we left in Wisconsin. As weary passengers, we arrived in beautiful Sydney, having lost the 15th of August somewhere over the Pacific Ocean.

Bill Chestnut, one of our hosts from Sydney College of TAFE (Technical and Further Education), met and transported us to our hotel. Thanks to the wisdom and insistence of Carolyn Wells, assistant director of TAFE, New South Wales, we had a weekend to recover between our arrival and the beginning formal activities.



Australia: An Island Continent

It became apparent to all concerned that we needed the rest when Chestnut talked to us and not much was registering. The next day, we were to meet with Chestnut, Wells, and two other people from TAFE to be briefed on the status of TAFE and its colleges, to receive more detail about our audiences, and to address any last-minute changes in the program. I should note here that we had deliberately drafted our two-day agendas with broad content areas and little detail. This turned out to be a good decision. At all five sites, we needed to adjust the content of our presentations to meet specific needs.

Ah, the weekend. Sydney was wonderful! The lovely Lawson Hotel with its faintly sweet smell (from the wood of one of Australia's many gum trees), which seemed to come from the walls and cabinets, became our home. For us, all activities revolved around the harbor. We didn't take buses; we took ferries. Darling Harbor, Circular Quay, the Rocks, and the Argyle Tavern became very familiar to us. The city seemed clean, lovely, and friendly by day and safe to walk and visit by

night. We sampled Fosters Lager, V and B's, and many of Australia's wonderful wines. We quickly adjusted to European-style breakfasts of cheese, cold cuts, fruit, and fresh bread. During our first night out, our dinner was prepared by a chef from Germany and served by a young woman from London, and we were driven back to our hotel by a taxi driver from Hungary. We began to wonder, "Where are the Australians?"

On Sunday, the harbor area was the site of the Spring Fete. Jugglers, musicians, acrobats, and strolling families were everywhere. The spring temperatures were in the 60s. We followed half of Sydney out to Manley Beach to stroll and had fish and chips. We discovered that fast food was not limited to Burger King or McDonald's.

Now to the business at hand. We greeted our first audience with a little trepidation. We were, after all, in a different country half a world away from our own. The workshop convened in a very nice setting in a large hotel. The audience was friendly, expectant, and appeared anxious to talk with us—not be talked to by us. As that fit our modus operandi, all went well. We got to know each other quickly, and the group activities were lively and provocative.

We found that TAFE was being strongly urged to change its methods and manner of operation by the Commonwealth, the state governments, and by industry. It appeared the TAFE system was positioning itself for the next decade of fundamental industrial and social change resulting from the recent change in Australia's government. In an effort to enhance efficiency, TAFE was moving away from being a department to restructuring as a statutory authority or commission. The proposed restructuring of TAFE as TAFECOM was expected to open up new revenue-generating opportunities from improved productivity and fee-for-service activities. TAFECOM would move progressively toward becoming at least 50 percent self-funded.

Although all the ramifications of the changes were not clear to us at the time, we were aware that the system was under tremendous pressure to change, and we started to see how appealing the TQM message might be to them as they faced a call to be proactive to marketplace demands. They were facing many of the same challenges that FVTC had faced over the past few years as we tried to streamline management and administrative processes through the application of statistical process control, to get closer and more responsive to our customers, to look at new ways to use technology in our operations, and to begin to update and revitalize our offerings to traditional students and industrial customers.

I think we and the Australians delighted in sharing our mutual challenges, and although we were further down the road in applying quality concepts, we were very careful to avoid any hint of Yankee superiority. We were quick to admit that we viewed ourselves not as experts in quality, but as experienced practitioners. Therefore, we urged them not to emulate some of our experiences.

At the end of the first workshop, which was very exciting, we flew to our rooms and devoured the participant evaluations. They were great! We were thrilled! We had obviously hit the right note of candor and, I think, humility. Our

hosts said that many times they had found expensive consultants disappointing and that they valued our ability to share practical experiences instead of just theory.

It was time to move on. We had become very attached to Sydney and were reluctant to move on, but we found Brisbane equally lovely and welcoming. Michael Walker, research fellow at the Key Center for Strategic Management at Queensland University of Technology, and Tom Knoble, from the Bureau of Employment, Vocational and Further Education and Training, were at the airport to meet us. They moved us directly to a full day of meetings. Somehow we had never received a communication informing us that we would be meeting with various groups of educators and consultants. We had arrived a little too casually dressed, and as a result we felt a bit uncomfortable. Instead of a group of 40 people from one system, as we had worked with in Sydney, this audience numbered over 70, consisting primarily of secondary school principals, TAFE college people, staff from Queensland University of Technology, members of the Bureau of Employment, Vocational and Further Education, private consultants, and trainers from area businesses. That evening, we made some changes in the content of our very adaptable agenda, and we were ready for two more intense days.

The audience was wonderfully responsive. At tea and at meals, we were surrounded by people with questions and points of view to share, and we found the group activities to be productive. In the evening, we were rewarded with a dinner cruise up the Brisbane River on a lovely old vessel that once transported lumber.

As in New South Wales, Queensland was responding to a just-released Green Paper calling for the restructuring of the vocational education services. As in New South Wales, a legislatively authorized commission responsible to the Minister for Employment, Training, and Industrial Relations had been established. The call for restructuring was the same: become flexible, responsive, decentralized and accountable.

In Brisbane, the audience showed an interest in FVTC's model for meeting the needs of business and industry customers. They wanted information about our business and industry training organization, the Quality/Productivity Resource Center, and the services it provides, such as the Quality Network that brings all practitioners of TQM together. They were also very interested in how we marketed customized training services to the business community. The two days flew by. Conference conveners appeared satisfied with our services and participant evaluations were glowing.

The weekend, again. We had a flight late in the day on Saturday and happily accepted Michael Walker's offer to share his Saturday and his family with us and to show us a bit of Brisbane. We drove to Mt. Coothar, which gave us a wonderful view of the city, the Brisbane River, and the sea. We had our first look at the Bush and could see smoke from brush fires here and there. The big gum trees looked very different from our North American trees.

When Walker asked his young daughters where he should take his American friends, they, of course, said the nature park. We probably enjoyed it more than the children. We fed pellets to the kangaroos, cuddled koalas, and saw dingoes, emus, wombats, and all kinds of beautiful exotic birds. Although the kookaburra was not exactly beautiful, it was exotic. We visited a golf course and were amused at the antics at the 18th hole. Beer in hand, the players seemed a bit more relaxed about the game than some Americans. Missing the ball did not seem to be a concern. We thanked Walker for a wonderful day and climbed aboard a plane headed for Sydney.

A fortunate set of circumstances landed us in the first-class cabin in time for high tea, complete with white linen table covers, champagne, and scones. This was our first exposure to Quantas, and we liked it. After a night in Sydney, we were on an early flight to Perth, all the way across the continent. The hotel clerk who got us a cab for the airport was delighted to tell us that as a young man he had ridden the rodeo circuit in the U.S. and Canada. He had also been an extra in a John Wayne film and had actually met him. In the same breath, he brought up President Bush and assured us that he thought the President was doing the right thing. (The Persian Gulf crisis had begun before our trip.)

In Perth, on Sunday, the 19th of August, we were greeted by lovely, warm spring weather. We were met at the airport and discovered that this would be a different crowd. Our hosts were wearing jeans and were ready to go sit on the grass in the park and talk. Having arrived a little underdressed in Brisbane, we had been cautious in our selection of clothes for this arrival.

Although I cannot now find a document like the New South Wales' Scott Report on Queensland's Green Paper, the movement was the same—a restructuring of TAFE. The audience was similar to the one we encountered in Sydney; it included the TAFE director and staff, and staff from the TAFE colleges. The issues, challenges, and questions were the same. The reaction to our presentations, facilitated work sessions, and materials were uniformly positive. The audience in Perth was, as a whole, the most knowledgeable about TQM. Almost all of the participants had previous training in the philosophy and concepts and were looking to us for experience in applying them.

The first day of the workshop, the venue was the Freemantle Yacht Club, site of the infamous Americas Cup race. In the evening, we cruised the Swan River. The second day, we met in a facility that was originally used to process immigrants. At the time of the Americas Cup, it had undergone extensive restoration and was now used to house racing teams and guests of the event. It provided a nice, relaxed environment.

We were starting to feel like pros; the weight of the workshops gradually disappeared as we delivered them. Both the mental strain and the mountains of materials we carried were diminishing. The three major presentations were behind us as we headed for the more remote areas.

Our group split. Don Sleeger was going to fly in and out of Kalgoorlie for a brief visit to Kalgoorlie College, and Spanbauer and I headed for Port Hedland. We left much of our travel gear at the hotel in Perth; we would be returning there. Finally, we were to see what I thought Australia was supposed to be like. As we flew north out of Perth, the land became stark and dark red with hematite; and as we approached Port Hedland, the plains became redder and more bare. From the air, we could see dry stream beds, which only fill when the cyclones come, dropping one-to-two feet of rain in a few rainfalls a year.

We had been warned in Perth not to take suits or formal professional garb because it would be out of place in Port Hedland. We heeded the warning, but as it turned out, we should have trusted our instincts. At the presentation, people were comfortably attired in work clothes. Many of the men wore shorts, which were appropriate for the already 85–90 degree spring days. Thankfully, we were missing the summer temperatures, which reach up to 120 degrees. In the evening, we were taken to the college's dining room. It was decked out in lovely pink and grey linens and black chairs that looked like mahogany, and the people were beautifully dressed. We were not disgraceful, but close. We felt that some of the urban Australians did not understand their fellow citizens from the more remote areas, just as people in New York don't quite understand people from Wyoming or Montana.

The buildings in Port Hedland were very different. For example, they were built to withstand 300 mph winds during cyclones. Lattices are placed over open spaces to provide relief from the sun.

Two new experiences. We saw the Southern Cross constellation in the huge night sky and our first Aboriginal people. We had been viewing their art and artifacts since our arrival on the continent, but had neither seen nor met them. We visited Pundulmurra College. The college was small; we toured it very easily and found the people most gracious. The college was established in 1969. It is within the Ministry of Education, but it is self-determined in that it is governed at the policy-making level by a College Council, which has a majority of Aboriginal members. The college is a place where young Aboriginal people can develop a stronger sense of identity and common purpose, as well as build skills to gain employment.

At the college, instructors encourage the development of self-confidence, self-esteem, and other positive attitudes in a culturally appropriate and supportive educational environment. They also play an important role in articulating Aboriginal needs to other colleges. At Pundulmurra, Aboriginal cultural values are respected and concern for their preservation has a central place. Like Native Americans, many Aboriginal people seek a two-way, or bilingual and bicultural, education. Their goal is to restore their cultural identity and to gain skills for participation in Australian social and economic life. Aboriginal learning styles are apparently profoundly different and require different teaching strategies. Literacy and numeracy are the most fundamental mainstream skills needed. Many Aborig-

inal people remain in Aboriginal communities. Besides problems with health care and health practices, they have difficulty functioning in White society.

The training session went well at Port Hedland College. The agenda was different as their needs were vastly different from the larger TAFE system. Port Hedland exists largely because of Mount Newman Mine and its related industry. Because Port Hedland is so far from any population center (centre) and because the population is very transient, the college struggles with many unique problems. There is large and regular staff turnover, and maintaining consistent policy direction is difficult. They were in the process of hiring a new president so there was no clear movement toward TQM, but the staff was very interested in sharing their thoughts about college management, program directions, and benefits of empowering leadership.

We joined Ronald Wild, the acting president, and Anne Bremer, coordinator of Further Education, on a tour of Mount Newman Mine facilities. While there, we met with the chief executive officer of the mine and some of his staff. As in TAFE, Port Hedland College needs to strengthen its ability to work with area industry and was interested in our thoughts about how that relationship could be enhanced.

As Spanbauer and I concluded our visit to Port Hedland, Don Sleeger finished his tour to Kalgoorlie. His visit was much less formal, consisting of discussions with a small group of staff from the college. They too were very interested in college relationships with business and industry. As Sleeger has considerable expertise in that area, he was the right person to be there.

We were done. Our team reconvened in Perth, said fond farewells to our new friends and headed back across Australia to Sydney. Our one remaining day in Sydney gave us a chance to tour a bit more, purchase souvenirs and gifts, and attend a concert at the Sydney Opera House. We said good-bye to Australia and headed home feeling that the experience had gone very well.

Future Directions and Ongoing Activities

The visit proved that TQM was going to be actively pursued in Australia. The government, as well as the educational system, is in agreement that radical change needs to take place and TQM will be an important initiative in government, education, and industry. It would appear that the agencies we worked with see FVTC as a good source of consulting and training services as evidenced by the amount of activity that has taken place since our visit. The following is a summary of these activities since August 1990:

TAFE of Western Australia. The executive director and two members of the administrative team from TAFE Western Australia attended the three-day workshop, "Quality in Education for Executives," held in October 1990 at FVTC. In addition, FVTC hosted another week of activities with the Wisconsin Vocational, Technical and Adult Education Director and his staff (their peers from our Wisconsin system).

TAFE purchased a training package from FVTC for use in staff development in Western Australia. Training with those materials is presently underway, and the TAFE system is moving ahead with their implementation model.

The executive director of TAFE and the minister of education for Western Australia joined Spanbauer and me at a national conference in Los Angeles in July 1991, and we continued to discuss working relationships.

Western Australian TAFE has received a large federal grant to pursue their efforts in TQM and to provide a model and supports to other states of Australia. FVTC will be an active participant in that effort.

Federal Department of Employment, Vocational Education, Training and Industrial Relations—Bureau of Employment, Vocational and Further Education and Training. They ordered a large supply of books and materials on TQM from FVTC in October 1990. They also requested a proposal from us on how we might assist them with their efforts to introduce TQM to the bureau. They have shared their proposal for implementation and have asked us to respond regarding the role we might play in that project.

North Point College of TAFE—Queensland. Director Trevor Sterling attended the session of our tour held in Brisbane, and then visited FVTC for nine days in September 1990 to learn more about our college and to see how TQM works. He also purchased a number of training materials and continues to communicate with us concerning staff exchanges for administrators and teachers.

Broadmeadow College of TAFE—Victoria. President Virginia Simmons attended FVTC's workshop—Implementation of Quality. We continue to communicate, and President Simmons shares that there is a good deal of interest in TQM in TAFE from the State Training Board. We should be hearing from them soon.

Queensland University of Technology (QUT). The staff of the Key Center in Strategic Management at QUT attended FVTC's Brisbane training session. We continue to communicate with Michael Walker, research fellow at QUT. He is encouraging the implementation of TQM but is finding response there to be bogged down by other forces currently influencing the institution.

Pundulmurra College. Although we were intrigued with the question of how similar provision services to Aboriginal populations and Native Americans might be, we have not as yet developed this initiative.

Other Contacts. There have been numerous other requests from various sites in Australia. They usually take the form of requests for information about FVTC's TQM initiative, programs and systems within the college, program materials that could be shared or purchased, and opportunities for staff exchange or visitation.

Conclusion

Benefits to the Australians. My general reaction to the Australian experience is that it was a very worthwhile endeavor for both FVTC and the audiences with which we worked. Evaluations were conducted after each presentation, and although the evaluations are too extensive to include here, they are available. The

comments were extremely positive and at the same time gave us some helpful suggestions. The most positive elements for audiences seemed to be:

- The interactive nature of the presentations
- The honesty of the presenters in not only sharing the success of FVTC's quality process but also its struggles
- A modest approach by the presenters
- Information that is relevant to the target

Another indicator of the successes of the effort is the continued interaction with some of the groups we worked with, and the continued requests for information and resources. The Australians have always valued opportunities for their educators to visit other countries and educational systems, and it appears that we do meet a need for them by providing a model for TAFE. The elements of empowering leadership styles and an ability to be adaptable and responsive to a changing marketplace seem to be most appealing. Although TQM in education is starting to have a broader impact in United States educational systems, the effort is quite new in Australia and so we are able to be helpful.

From a human interaction standpoint many of the people that we continue to work with seem to value having American colleagues with whom they can share experiences. Those of us who have been involved at FVTC certainly value that exchange as well. We have also made many friends and established important business relationships.

Benefits to FVTC. The Australian experience supports FVTC's efforts to broaden its involvement in the area of International Studies, and more specifically in the Asia-Pacific region. It is only fairly recently that we have responded to the changing world in which our graduates will work. Although we went to Australia in response to an expressed need, the trip also opened doors to other opportunities for our staff to broaden their experiences. We are currently working on the logistics for some staff exchanges. The lessons learned in Australia have helped us as we work to establish relationships in several other countries.

FVTC has benefited from the sale of training materials since the visit. We recovered the cost of the visit and now are able to gain from continued sales of books and resource materials. Although profit was not a motive for the trip, the resulting revenue source is helpful and may be useful in gathering support for further activities.

Most importantly we are learning more about TQM and its application from our new colleagues. The model is not yet practiced extensively and very little documentation of its effectiveness is yet available. As we share research and evaluation instruments and look at accumulating data together, we will all benefit. As TAFE in Western Australia develops its model and continues to ask challenging questions of us, we look for new understanding of the effort that we have in place and so thoroughly believe in. As research fellows like Michael Walker at Queensland University of Technology test the TQM model, we will look to them for growth.

Obstacles. The only major obstacle we have encountered is the vast distance between us. Communication, because of time difference and cost, continues to be a problem although we are presently looking at how computer communication can assist us. Many things happen best when people can work together, such as our present effort to coauthor training materials with TAFE Western Australia. However, getting together is cost prohibitive. This coauthoring endeavor will be funded by a grant which will help with some of the expenses.

Materials produced independently of the Australian customer will have limited value. Our professional journals, resources, audiovisual hardware and software are different. Working together as we are in our present project with TAFE Western Australia will produce a better program for the Australians.

The obstacles can be overcome and outweighed by the benefits of this kind of relationship. We will continue to seek ways for our two systems to work together for the benefit of both.

Leeward Community College's Relationship with Beppu University

John Conner & Kathi Hiyane-Brown
Leeward Community College

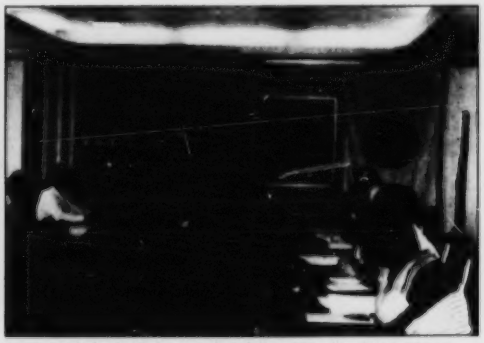
Beppu University is a private institution of about 2500 students, located in Oita prefecture of northeastern Kyushu, Japan's southernmost island. It was founded in 1946 out of the ashes of World War II as a goodwill gesture of peace between Japan and the United States. The cofounders were Yoshiaki Satoh, a young Japanese educator from Oita, and Vincent Esposito, a young captain in Army Intelligence from Hawai'i, who was serving as military governor of the American occupational forces.

Although Beppu University grew and prospered over the years under the presidency of Yoshiaki Satoh, and although Captain Esposito went on to a prominent and successful career in the Hawai'i State Legislature, the school lacked a formal affiliation with an American university—an affiliation, inherent in its postwar roots, that could serve as a bridge of peace and a harbinger of new beginnings between the United States and Japan.

Then, coincidentally, in 1978, as a Japanese literature instructor at Leeward Community College (LCC), I (Conner) was introduced to Beppu University while on sabbatical. I was invited to live in Kyushu with a Japanese junior high school teacher, Tamio Niina, and he introduced me to his former professor, Tadashi Ikenaga, who was teaching at the University. Ikenaga, an old soldier from the Manchurian campaigns and a high school principal for many years, was a man of great vision and totally committed to broadening the role of international education in Japan and strengthening educational links with the United States. He was very familiar with Beppu University's history and its cofounder from Hawai'i, Esposito. He knew LCC was one of seven community colleges in the University of Hawai'i (UH) system, and he clearly perceived the opportunity to form a sister school relationship with the UH. At the same time, this relationship would serve the broader goal of strengthening Japan's links in international education with the United States.

In 1980, Ikenaga and I began to work jointly with the administrations of LCC and the University of Hawai'i at Manoa (UHM) to formalize a sister school agreement. Fujio Matsuda, UHM president at the time, and Robert Sakai of the history department were very supportive of the proposed relationship, as was Melvyn Sakaguchi, provost of LCC. Shortly before the formal documents were signed to implement the sister school relationship with the UH system, Esposito, the

Chancellor Joyce Tsunoda (second from right) discussing ongoing institutional links with representatives from Beppu University.



Leeward students learn about the growth of Japanese civilization in a lecture at Beppu University.

cofounder of Beppu University, was on his deathbed. Satoh, the Japanese cofounder, who was also seriously injured and recovering from an automobile accident, made a final journey to Hawai'i to visit his old friend for the last time and to finalize the connection between Beppu University and the UH system.

The Beppu-UH relationship was further strengthened in April 1986 with a special resolution, passed by the Hawai'i State Legislature, officially commending this educational, country-to-country relationship. In 1989, Beppu University signed another sister school relationship specifically with LCC in acknowledgment of our specific program-to-program relationship.

Program Activities

Exchange of Tapes, Articles, and Teaching Materials. In 1980, the first exchange took the form of articles, tapes, and teaching materials, including an article on James Clavell's novel *Shogun*, which had been adapted into a widely viewed and controversial movie for television. I had previously made available a number of copies of the novel to Ikenaga and his English Club at Beppu in 1978, and Ikenaga was thoroughly familiar with the work. His article on the book's historical accuracy, with respect to Japanese customs and thought of the early Tokugawa period, was distributed free of charge to Hawai'i viewers; it was most useful in both correcting and supplementing the educational value of this historical novel set in early 17th century Japan. The distribution of more than 600 copies of the article was conducted through the LCC Library.

The Leeward Japan Studies program shared videotapes of *The Story of English*, a multi-part public television dramatization of the history of the English language, with the English department of Beppu University. Various articles were also exchanged, including monographs comparing Japanese and English language structures and characteristics.

In 1985, Ikenaga passed away. I was honored to have my in memoriam article on this visionary internationalist published in the *Beppu University Literary Magazine*.

The Beppu University Summer Session at UHM. Beginning in summer 1980, we arranged for Beppu students to attend a three-week English language and culture course at the UH, through the UHM's summer session New Intensive Course in English (NICE) program. In this cooperative venture, the LCC Japan Studies personnel took the students on picnics, including a trip to the native Hawaiian cultural demonstrations on the Wai'anae Coast. We had the Beppu students over for informal dinners to complement the English language instruction they received from faculty at the UHM campus. They were also taken to drama events by local theater groups as another activity to increase their cultural awareness. Each summer since 1980, we have had Beppu students arrive for summer study and have seen their numbers grow from 20 in the first group to more than 40 in the last several groups. The study tours have been a great success, and Beppu University needs very little promotion to sign up the requisite number of students in two or three days.

Summer Seminar at Beppu University. To complete the reciprocal exchange of students between the two institutions, a study tour centered at Beppu University was initiated in summer 1986. Taking advantage of Beppu University's unique proximity to the historic Kunisaki peninsula, noted for its important archaeological and religious sites significant in the development of early Japanese civilization, the two institutions jointly devised a three-week program of study for students from Hawai'i and the United States mainland. For two weeks of the three-week program, the students took courses in the morning from Beppu University professors in Japanese history, literature, religion, economics, politics, art, and calligraphy, as well as in the Japanese language. Students were housed in the Hakuunsanso Hotel in Beppu City, a beautiful and historic hot springs resort in Kyushu's northeastern province of Oita. Students were transported by air-conditioned bus from this elegant first-class hotel (Emperor Hirohito stayed there during a visit), located on the slopes overlooking Beppu Bay, to their classes at Beppu University. The university also constructed specially air-conditioned classroom facilities for our students. Afternoon field trips to historic locations complemented the lectures and demonstrations on the campus.

These trips also included longer weekend trips to Nagasaki and Kumamoto and home-stay sessions for lunch or dinner offered by prominent members of Beppu City. The city itself cooperated in this venture with Beppu University, and students were introduced to the town mayor on arrival.

The emphasis in the two-week study was to trace the beginnings and growth of Japanese civilization, which began in Kyushu and spread northward. For the third week, the students left Beppu to tour the major capital cities of Japan, including Kyoto and Nara, as well as Tokyo and the Osaka-Kobe area, before leaving Japan and returning to Honolulu.

Thus, the first two weeks of study concentrated on the early beginnings of Japanese civilization, and the remaining week's tour of the major cities focused on the flowering and full development of that culture. This format was especially encouraged by President Shunichi Nishimura of Beppu University, and it provided a very broad and significant exposure to Japan in a relatively short time.

President Nishimura also helped to keep the costs to a minimum, working through the local Japan Travel Bureau (JTB). The total cost for the three-week tour, including hotels, meals, facilities, in-country transportation, and all plane fares, was less than $3000 per student.

The tour, with the same format, was repeated in 1988 and again in 1990, following an agreed upon pattern of visits to Japan during even-numbered years. Students were very enthusiastic during all three trips, especially noting the warm hospitality and excellent facilities offered by their Japanese hosts.

The 1990 trip was escorted by Kathi Hiyane-Brown, Leeward's dean of instruction, with primary instruction provided by Akio Nakazawa, a native of Japan now serving as news director of Radio KZOO, a Japanese language radio station in Honolulu. The availability of instructors of his caliber is crucial to the success of the study tours. A former teacher, Nakazawa was hired as an LCC faculty member and served as the instructor of record for the course, offered for credit in conjunction with our regular summer session offerings. Students kept an academic journal for the three weeks, and this served as the primary basis for evaluation and grading.

The trip arrangement and communication was also greatly facilitated by Miss Mineko Takeyama, the assistant manager of the local Japan Travel Bureau in Honolulu.

LCC Summer Session Courses Offered by Beppu University Professors. In response to our students studying at the Beppu University campus, it was jointly agreed by the two institutions to invite a Beppu professor to lecture at the Leeward campus on the odd-numbered years (1987, 1989, and 1991) in a Japanese culture course integrated into the regular Leeward summer session. The first course in 1987 was offered during the three-credit, six-week term by Shigemi Goto, a historian, who focused on the development of Japanese culture from the perspective of the farmer. In 1989, the second six-week course, on Modern Japanese Literature, was offered by Shigeru Kudo. The third course, for summer 1991, featured a one-credit, two-week session in calligraphy. The LCC lectures were given in Japanese, with English translations provided by hired translators. (Lectures given to our students at Beppu University were also in Japanese, with English translators provided by Beppu University.)

LCC Instructor as Visiting Lecturer at Beppu University. We are planning to send LCC instructors as visiting lecturers to Beppu University. In October 1987, when I was co-coordinator of Leeward's Japan Studies program, I was invited for a tour of the Beppu program and was asked to lecture there. I gave two lectures: the first was a one-hour general lecture on American culture in connection with the

bicentennial observance of the U.S. Constitution. I distributed copies of the Constitution to the student audience. The following day, I gave a two-and-a-half-hour lecture comparing the development of American literature and Japanese literature from an overall historical perspective. Both lectures were translated into Japanese by Beppu University English department faculty.

Recruiting English Teachers for Beppu University. As a further service, Leeward's Japan Studies faculty assisted Beppu University by helping to recruit contract English teachers as native speaker additions to the university's English department. The LCC faculty composed and ran advertisements in the local newspapers, and contacted the relevant departments at UHM for prospective teachers. LCC offered general advice on the profiles and backgrounds of each applicant, and assisted in screening and setting up interviews. Subsequently, several were given one-year contracts.

Funding Base

Generally, the funding base for this institutional linkage is tuition paid by students in LCC summer school credit programs. Since summer school is independent of general funds, income from other summer sessions that enjoyed larger enrollments and tuition receipts have been tapped.

We have established an account under LCC Japan Studies with the UH Foundation and hope to build this fund to finance further exchanges. Certain secretarial, promotional, and mailing expenses have been absorbed by divisional funds, especially the LCC arts and humanities division, which serves as the base and headquarters division for the Japan Studies program. Communication with Beppu University via fax and telephone has been funded by general Leeward accounts.

Administrative Support

From the beginning, administrative support has been crucial to this linkage. Joyce Tsunoda, the chancellor for community colleges, has strongly supported the program.

All through the 1980s, this institutional link was supported by Melvyn Sakaguchi, then provost of Leeward, who served as an important adviser in setting up the Japan Studies curriculum, the summer study tours in Japan, and the visiting lectures by Beppu professors. His successor in 1989, Peter Dobson, also gave important support and encouragement, as did other important members of the Leeward administration, including Lucy Gay, dean of community services, Takako Desaki, personnel officer, and Michael Unebasami, director of administrative services. Important details of promotion, documentation, and financial transfers were handled by these key administrators. Dobson was succeeded by Barbara Polk as provost of Leeward, and together with Kathi Hiyane-Brown, dean of instruction, our administrative support is firmly and enthusiastically in place. In the meantime, international education has been accorded a very high priority in the system-wide development plan by the president of the UH system, Albert Simone, who has con-

ducted pioneering visits and overtures to North Korea to bring them into the field of international education.

Faculty Role

As mentioned earlier, the Leeward arts and humanities division houses the Japan Studies program and maintains the linkage with Beppu University. Through the ten years of this effort, the primary faculty leadership has been provided by the co-coordinators, Ruth Adaniya of the history department and me. Adaniya was the escorting instructor during the important first summer seminar at Beppu University in 1986. She and I have worked closely together for the last ten years. However, there is a definite need to open up the program to more faculty in more disciplines throughout the school, and that will be a major priority in the years ahead.

Student Involvement

Students have formed the audience and clientele for the credit courses established under the LCC-Beppu collaboration. In addition, student helpers in the arts and humanities division have been very helpful in processing and preparing mail-outs and brochures, and many other documents necessary for the programs. They have all been supervised by the division's longtime secretary, Gail Harioka, who has been an invaluable support member of our very small faculty team. Students in our local television and media courses have also disseminated videos and news bulletins to publicize our various courses and programs on campus and in the community.

Community Input

Our program has a community representative, Yuri Tsunehiro, a former student at Leeward and graduate of the UHM in Japanese language. She has been most valuable in eliciting community support for our programs and also served as assistant escort leader of the summer study seminar at Beppu University in 1988. She and other community volunteers have been an important resource in helping to welcome, support, and entertain the visiting professors from Beppu. We also maintain valuable community contacts, especially lists of club members of certain target groups for particular programs through our office of community services.

Challenges, Pitfalls, and Rewards

Establishing links with foreign universities presents many challenges, especially in dealing with institutions from countries with different intellectual, religious, and cultural traditions. It is of fundamental importance that both sides preserve a basic attitude of good will toward each other, and great patience in dealing with each other's priorities and style of communication. Each must continually believe, above all else, in the essential worth of international cooperation as we move toward the increasingly interdependent world of the 21st century. If colleges and universities are prime centers to explain, understand, and analyze how societies

can learn to work together, then through international collaboration, people of different cultures cannot help but become mutually enriched and enlightened.

Communication is a very basic challenge, and both sides must maintain a delicate balance between clear and direct messages that are also tactful, discreet, and patient. Compromise is also essential: each institution must bend and deviate occasionally from its normal practices to accommodate the style and practice of the other institution. For example, Japanese consensus and group decision-making usually requires a longer time frame than we in the United States are accustomed to, and this can be a problem to Americans. We need to adjust our time-defined expectations regarding processing required documents, making crucial appointments, or meeting deadlines. Patience, clarity, and compromise are essential, and the challenge is to remember our common humanity and the worth of our goals.

Problems will certainly occur if the above difficulties are ignored or taken too lightly. Negative attitudes can then easily develop, and all manner of doubts can come between the institutions. One can feel put upon or taken advantage of in the relationship so that an adversarial rather than a collaborative attitude develops.

Long distance communication amidst great cultural differences is always fraught with pitfalls. One must try to maintain as many close, personal, face-to-face contacts as possible, rather than rely on telephone, mail, or fax. Direct communication is expensive, but the cost should be built into the program in order to avoid the consequences of miscommunication—doubt, mistrust, and disillusionment.

The LCC-Beppu University program promotes international cooperation and understanding, which is increasingly crucial for the very survival of the human species. To play any part, however small, in this global enterprise is bound to be enormously rewarding. It is educational work at its most compelling.

In working with Beppu University, we had to pay special attention to the social protocols fundamental to Japanese culture. Their expectations are generally much more formal than in the United States, and any successful interrelationship with a Japanese institution needs to recognize this reality. For example, punctuality is required for all social gatherings. To be late is to be inefficient, careless, and selfish; and the latter is perhaps the most serious sin in Japanese eyes.

Order according to position and rank in introductions and presentations is also most important in this very hierarchical society. Even simple parties by Japanese hosts almost always have a definite format, structure, and agenda that must be followed. This often involves much speech-making, and foreigners can expect to be called upon for their "impressions" at any time, even in casual, more informal parties. They are expected to speak before the group at some length, and they should be prepared to do so; especially important is a mental list of key names, recognizing who has done what, when, and where.

It is also important for the visitor to remember that cultures may differ in their notion of what is sufficient effort in any given enterprise. Perhaps the most significant word in Japanese is the verb *ganbaru*, meaning to persist in, stand firm, do

your best. A corollary to this is the adjective *gaman*, meaning patience and endurance, or resignation and acceptance of a difficult or onerous situation. In the context of work, this often translates into performing far beyond the mere job description or duty hours, and many foreign workers in Japan have come to grief through misunderstanding of these fundamental propositions, American baseball players most notably. Formal rituals of welcome, farewell, dedication, commemoration, and commendation are intrinsic aspects of Japanese gatherings. They are the cornerstones of the tribal religion of Japan, Inc.

The more informal context of Japanese gatherings relates to singing and drinking parties, broadly termed *enkai*. Japanese achieve very warm feelings of group solidarity and companionship through these parties, which can also afford a disgruntled staff member the license to speak very directly with his superior.

Everyone sings, whether he wants to or not. He makes the attempt. Drink is not openly refused, either; one seldom or never hears, "No thanks, I don't drink." Everyone goes along with the group, singing or pretending to drink as best he can.

Even in these more informal situations, however, there is often definite protocol. When *sake*, or rice wine, the national drink of Japan, is consumed, to exchange cups is very much encouraged, especially among older participants. A person pours another's *sake*, never his own. They then exchange cups, and the first person is served by the second. (Perhaps having been a Roman Catholic altar boy is good preparation for proper conduct at Japanese parties!)

In any case, close attention and sensitivity to formal and informal contexts is crucial to successful international exchange and linkage with foreign colleagues. (For more on the subject of cultural sensitivity, see the article, elsewhere in this volume, by Robert W. Franco and James Becker, *Building Networks with Pacific Island Educational Systems*.)

Summer Sessions at Beppu University

The success of the LCC-Beppu summer seminar tour and study at Beppu University was aided by a number of positive features that were built into the very structure of the program. The field trips to nearby sites, such as the Usa Shinto Shrine, the principal headquarters shrine in all of Japan dedicated to Hachiman, the Shinto god of war, took full advantage of Beppu University's unique location in the historic Kunisaki peninsula, famous for such important religious and archaeological aspects of Japanese culture. These trips gave students a firsthand feel for the embryonic beginnings of Japanese culture starting in Kyushu, and were an excellent complement to the classroom morning lectures on related subjects. Ceremonial religious dances by Shinto priestesses made the past come alive for the students. The tour of northern Kyushu, including Usuki, Kumamoto, and Nagasaki, broadened the students' historical and cultural understanding. Nagasaki was Japan's one opening to the West for centuries during the Tokugawa era of isolation, and it has many important areas of interest. This long weekend

tour was led by Beppu University professors from subject areas relevant to the specific locations; thus, students were exposed to scholarship beyond the classroom.

Another successful feature of the seminar tour was the contacts the participants established with the Beppu residents. President Nishimura of Beppu University was able to arrange home-stay visits for luncheons and discussions with prominent local residents of Beppu City; the experience gave participants a valuable firsthand exposure to Japanese family life. Beppu City is an especially friendly resort city well used to visitors, and the participants were able to make many memorable, informal contacts with shop owners and other local residents on their own free time. Informal contacts were of special value in trying out even a few words of beginning Japanese; they also provided opportunities for developing interpersonal relationships with individual Japanese.

Extracurricular activities were another important feature of the program and were very well thought out and organized by Beppu University faculty and administration. One especially valuable activity was for students to make, from scratch, their own *geta*, the traditional wooden platform sandals that are centuries old in Japan. These kinds of hands-on traditional arts and crafts activities were invaluable. Ironically, the *geta*-making activity evolved somewhat accidentally when students sought shelter in the workshop from a sudden rainstorm. The activity evolved while they were waiting. It proved so popular that, thereafter, it was incorporated into the regular program.

Finally, the lectures on Japanese history, literature, calligraphy, religion, politics, economics, and art were, in general, quite successful. They took place in modern, well-equipped, air-conditioned classrooms with no more than 20 students per class, as a rule. Translators were provided for these lectures, and though some were naturally easier to follow than others, the format in general was quite workable. These lectures provided a broad and in-depth look at Japanese culture in a relatively short two-week period, and were a testimony to the expertise and organizational ability of the faculty and administration. Because professors at Japanese public universities are required to retire at age 60, Beppu as a private university is able to attract and hire many well-known professors who are really in their prime. Notable among these is Professor Nakano of the religion department who is an internationally recognized authority on Japanese religion, specializing in the Hachiman Shinto shrine, which the students visit on one of their field trips.

Improvements to Be Made

Promotion and Publicity. Though we have used community as well as our own campus-based media to promote the summer seminar, we have been limited by a small public relations budget (roughly $600). We need to more actively seek corporate sponsorship, especially among local, Japanese-related businesses that have indicated an interest in supporting our program, for example, with scholarship assistance for younger on-campus LCC students. Almost all of them have part-time jobs outside of school, and although the fee (approximately $3000) is unusu-

ally reasonable for the three-week seminar package, especially in comparison to prices in Japan, it still is more than most of our younger students can afford. We are also considering fund drives and other methods to increase the Japan Studies account with the UH Foundation. Increased funding and greater faculty involvement are now priority items in our plans for further improvements.

JTB-Sponsored Tours of Major Cities in Honshu. We are also upgrading the Kyoto-Nara and Tokyo tours to provide more options for independent educational and cultural explorations of Japanese arts, and observations of Japanese people at work in various fields.

Formal Assessment—Summer 1990

Administrative support is essential to a sister school agreement with a foreign university. Commitment must go beyond the mere signing of an agreement. At Leeward, the success of the program has meant active administrative support of faculty such as John Conner and Ruth Adaniya, resources to support the curriculum, study abroad opportunities to Beppu, and the visiting lectureship series. It has meant a substantial commitment from not only administrators, but from the entire institution.

Programs of this nature call for periodic review. I (Hiyane-Brown), as dean of instruction at LCC, conducted a review in summer 1990. I was the first official LCC representative to Beppu University. I also coordinated the activities and itinerary of the third group of students from Hawai'i

Beppu University Program. The review identified the following strengths: This past year the seminar activities were coordinated by Hikaru Goto, an administrative assistant to President Nishimura. Due to his efforts, the seminar was extremely well coordinated and communication between the university officials and the group was excellent. The ability of the university to provide a person almost full time to the group was of great benefit, particularly to me, in my role as the official LCC representative.

Akio Nakazawa's services were invaluable to the group. He often volunteered to assist the translators when they ran into difficulty. Due to his knowledge of Japanese history and culture, Nakazawa was able to provide commentary throughout the trip. He was particularly valuable to me as he accompanied me to all meetings with Beppu administrators. He provided translating services at all times. Nakazawa has had teaching experiences both at universities in Japan and in Hawai'i, and his familiarity with these institutions was instrumental in my discussions about the program and the future possibilities of strengthening our sister school agreement.

The instructors for the classes were senior faculty and experts in their fields. All of them were very interested in sharing their areas of expertise. They enjoyed teaching the group and often sat and discussed issues with participants, despite the language barrier. The lecture sessions included handouts and were often accompanied by audiovisual materials. The hands-on sessions, specifically the

geta-making course and calligraphy, were a hit. Everyone received both group and individual instruction in making a pair of *geta*, using hand tools in the University's industrial arts shop. They also had brief lessons in calligraphy, which resulted in fine work by some members of the group.

The lectures on the field trips were also very informative and directly related to the classroom material. Having the services of the university instructors on the trips was helpful. The sites were well chosen, and despite the heat and extreme humidity, everyone left the air-conditioned buses to walk up temple steps or to visit archaeological sites.

The seminar provided a variety of experiences which appealed to the diverse needs and interests of the group.

The classrooms used by the group were air-conditioned several years ago, specifically to accommodate the seminar groups. Participants were given full use of campus facilities. Of particular importance was access to the library and cafeteria. The library had an impressive collection of books written in English, which had been specifically purchased for the seminar participants but also made available to regular students.

Housing accommodations were good to excellent. The hotel used as the group's headquarters was particularly comfortable. We may need to find another hotel in Beppu if, as University officials fear, room costs increase.

The University provided for the group's exclusive use a bus for short field trips within the region and for transportation to and from the hotel and campus. The group often relied on taxis and buses to do their shopping and laundry, and to take additional sight-seeing excursions.

Some of the participants are now avidly pursuing job and cultural studies opportunities in Japan. Everyone felt that this experience was extremely worthwhile and should continue to be supported by the college. All of the suggestions for improvement indicated a need for more—more time in Japan, more preparation prior to the trip, and more courses.

The review identified the following areas for improvement: The translators were all university professors, but of lower rank than the primary instructors. Their facility with English ranged from average to excellent. Some, however, were not knowledgeable about the subject for which they were translating and therefore had difficulty. Some of the translations became exercises in audience interpretation. In these instances, students had difficulty following lectures, particularly if notes had not been provided. This was perhaps the greatest problem, but I do not think there is a quick solution.

The very strength of the program, the diverse curriculum, is also its weakness. It was too much to absorb in so little time. The lecture material has to be introductory in nature. Perhaps there is room for a few more informal seminar sessions with some of the professors who are willing to respond to questions outside the lecture session. Participants this year felt the need for more discussion with the professors, especially during the first week.

The results of the review suggest the following changes: Travel arrangements should be made entirely by the JTB office in Honolulu. We had difficulty working with some of the offices in Japan. The office here is quite willing to take on the responsibility.

The orientation prior to the group's departure should be strengthened by increasing the number of sessions and allotting more time for introductory material on Japanese history and customs.

The informal discussion sessions among the group participants should be incorporated into the first week. For the first time, we held two sessions in one of the hotel rooms during the evening. We had no particular agenda; we discussed the day's lecture material, our observations, individual or group concerns, plans for future ventures. This was a way to bring the group together.

We should look into arranging an optional weekend home-stay in Beppu, as some of the participants have suggested. President Nishimura also expressed a willingness to pursue this possibility.

Time and effort should be devoted to identifying and selecting the right instructor to accompany the group. The person must be able to represent the college and be willing to share in all the group experiences. He or she must also be sensitive to and familiar with the Japanese people, particularly the university administration, staff, and faculty.

Institutional support is essential to the success of this component of the Japan Studies program, and it should continue. Specific areas requiring continued aid are: money for advertising, appropriate compensation for the instructor of record, and with larger groups, additional funds for a group facilitator to assist with travel arrangements and overall coordination of the day-to-day activities.

The Beppu study program is more than just a tour. The curriculum exposed the students to a variety of topics that served as an introduction to the politics, geography, economics, and religion of Japan.

The problems mentioned are not uncommon to those in other international programs. A language barrier exists. We have been fortunate to have an instructor with excellent language skills, in this case, Japanese. Interpretation is important when negotiating with the Japanese or simply conversing with them about our respective universities. In the course of our visit, we had many formal occasions for conversing with administrators about our educational systems and the program we shared.

Our student responses to the summer seminar were overwhelmingly positive, with the most common statements referring to how much they learned, how humanely and kindly they were treated, and how much they enjoyed the excellent facilities, especially at Beppu University. The university was very well organized and intent on giving the participants all that they could possibly absorb. After the first few days, the first group, in 1986, had to ask for a modification of the very heavy schedule; it was really more than they could manage. The Beppu faculty

was most responsive: the schedule was adjusted. This openness and flexibility has been typical of the relationship between the institutions.

Leeward Community College Program. The review identified the following strengths: Thus far, two courses have been offered by Beppu University professors in Leeward's summer session. In 1987, Shigemi Goto offered a course in Japanese culture from the perspective of the Japanese farmer's contributions, and in 1989, Shigeru Kudo offered a course in Modern Japanese Literature. Both courses were conducted in Japanese, with English translations. They provided our students with a valuable window on Japanese culture through native Japanese specialists. It was a unique insider's view, a departure from Japanese culture viewed through the eyes of foreign commentators writing (and thinking) in English. Both were senior professors, very knowledgeable and experienced as teachers. Besides providing our students with valuable insights, they also experienced living, working, and interacting with Americans. It was a positive first exchange in our institutional linkage. Both professors learned much about American culture, and our students learned much of Japanese culture through the lectures.

The results of the review suggest the following improvements: Finding competent and willing translators for the fairly specialized courses, which involved several hours of daily work over a six-week summer period at the rather minimal pay of barely two-thousand dollars, presented a challenge. For the 1987 course with Goto, we were fortunate to have Robin Fujikawa, a lecturer in our philosophy department, who was very fluent in Japanese as a result of seven years of university study in Japan. He and Goto formed a very methodical, coordinated team of lecturer and translator. The lectures were not accompanied by a textbook; the course content was based solely on Goto's lectures. Fujikawa prepared for his task by previewing the lectures with Goto. He functioned smoothly with the professor, with precise translations in which relatively little of the original was lost. The compatibility of their personalities was obvious.

In the 1989 course with Kudo, the translations were not as successful. Keith Kaneshiro, a member of the UH Asian Library Collection staff and a former Japanese language translator with the U.S. government, was very well versed in the Japanese language, but not in Japanese literature. Kudo also required a number of textbooks that were unfamiliar to Kaneshiro. Fortunately, he was personally quite compatible with Kudo, and both did as well as they could under the circumstances. Yuri Tsunehiro, our community representative, was a student in the course. Fluent in Japanese and familiar with Japanese literature, she was of great assistance to the class, as were several other students who were also familiar with the Japanese language.

Kaneshiro served as a summarizing interpreter at times, rather than a strict translator. Thus, perhaps more was occasionally lost in the transference than during the first course in 1987. We had contacted several professional translators more familiar with the subject, but the salary was too low for them to consider, in view of the time commitment required.

Another problem was providing hospitality services for the visiting professor. Time resources, number of participating faculty, and funds were limited. Because the professors in each case did not drive and knew no one at all on the Island, they required much support. Fortunately, they were housed in a condominium, very conveniently located in Waikiki near many shops and amusement centers, and were able to do their own cooking. Again, the main burden for their support fell on the Japan Studies co-coordinators Ruth Adaniya and John Conner, as well as Yuri Tsunehiro, our very supportive community representative. Support improved for the second course with Kudo, with further assistance from students in the class, especially Thelma Mitsuyasu. These women worked very hard, taking the professor to restaurants and local places of interest, invariably at their own expense. They exhibited warmth and aloha, which impressed the professors.

In response to these problems, we modified the third course, offered in summer 1991. The three-credit, six-week format was modified to a one-credit, two-week format, with an extension of another week of lectures on O'ahu's neighbor islands. This format reduced costs, which included the Beppu University professor's air-travel, salary, and housing, and lessened the burden of support personnel, including the translator and Leeward's Japan Studies faculty. It also made it easier to obtain a translator for the shorter time period, perhaps the most central problem with this feature of our exchange program.

The overall emphasis will continue to be an exploration of Japanese culture, tentatively through a course in calligraphy. The general modification of the course has been approved by Beppu University. Its calligraphy professor was quite highly rated by last summer's Beppu Seminar Study group, and we are optimistic about the success of the forthcoming course. Calligraphy conveniently fits the shorter course format, and may broadly incorporate art, literature, and other aspects of Japanese culture. It should also pose less of a problem for a translator.

Future Directions

Faculty Exchange. As a more formalized follow-up to my (Conner) guest lecturing at Beppu University over several days in fall 1987, Beppu University would like to expand the faculty exchange to cover a semester or entire year on a formal, regularly scheduled basis. Ideally, a Beppu professor could also come for an equivalent period, rather than simply every other summer, as in our present course format. Although the sister school relationship within the community college system is specifically with Leeward, the faculty exchange will be open to all University of Hawai'i community college faculty. This will greatly increase the available pool of possible faculty that Beppu University may draw upon, just as Beppu University may tap into other university departments in Kyushu to draw upon required specialists, especially the faculty at Hiroshima University.

The Beacon Conference in May 1992. The Beacon Conference will provide a valuable forum for International and Asian-Pacific education. Leeward plans to invite Beppu University representatives to this conference, which will be another

important milestone in the institutional linkage we have established thus far. These representatives will give on-the-spot advice and input culled from our 11-year experience. This should directly illustrate the need for face-to-face communication and dialogue if institutions are to truly link together in the vital goal of furthering international awareness and understanding through education.

As we move into the second ten years of our institutional linkage with Beppu University in this last decade of the 20th century, we can be justly proud of our accomplishments together. Kenji Ueda, professor of American literature at the University who has led four of the summer student tours, recalled to UHCC Chancellor Joyce Tsunoda in 1989, when the sister school agreement was signed with Leeward, that in every year since 1980, something of real substance has been accomplished.

Our linkage has proven substantial, and we plan to build on it in the years ahead while improving and consolidating the programs and activities we have in place currently. Both Leeward and Beppu faculty have learned to work together and gained mutual understanding of each other's educational systems and cultures. The comparative strength of our linkage, relative to others in the UH system, is well-recognized and articulated by Melvyn Sakaguchi, former Leeward provost and now coordinator of International Education programs in Chancellor Tsunoda's office. In this respect we are fitting well into the international education profile, which the University of Hawai'i is emphasizing, more and more, as we move into the 21st century.

The Windward Community College – Kagawa Junior College Exchange Program

Jean Hanna
Windward Community College

In the 1980s, the Japanese government's policy thrust was to internationalize in areas other than business and economics. In keeping with this policy, Kagawa Junior College (KJC), located in Kagawa prefecture of Shikoku (the smallest of the four main islands of Japan), indicated interest in forming a sister relationship with a college in Hawai'i. Moreover, by 1988, the longest bridge in the world was projected for completion. This bridge was to link Shikoku with Japan's main island of Honshu, offering the opportune time for Kagawa Junior College to reach out to the Japanese mainland and beyond.

For Windward Community College (WCC), all of these events were fortuitous, for the Japanese language classes, including second-year offerings, had just begun to become a solid part of the curriculum. An exchange program with a Japanese college would offer language program opportunities for study abroad. This paper describes and evaluates the sister college relationship that has developed between WCC and KJC.

Planning and Implementation

A letter of intent from KJC was circulated among the community colleges, and because of the timing, WCC was the only college responding to this initial query. Thus an annual exchange program of study tours between the colleges materialized even though a sister college agreement was not formalized until after a second contingent of students and faculty from KJC visited WCC in March 1989. The goal of these exchanges, as stated in the memorandum of agreement, is for both colleges to encourage international understanding among their students and faculty. Now in its fourth year, the program is at the stage where faculty will begin participating in cultural exchanges. Planning is in progress for a joint faculty art exhibition to be held reciprocally on each campus—this summer in Japan, and this fall in Hawai'i.

Description

Exchanges usually occur during the spring, with KJC students visiting Hawai'i in March and WCC students visiting Japan in May. Each exchange tour is approximately two weeks long.

While in Hawai'i, KJC students are housed in hotels in Waikiki. Similarly, while visiting Japan, WCC students are housed in hotels; Hawai'i students, how-

ever, are also provided two- or three-night homestay opportunities during their visit. WCC develops the itinerary and coordinates the activities for the KJC students. Most of the activities are educationally oriented, including two-to-three days on campus at WCC. The KJC students travel via a van, as well as by public and private transportation.

WCC students visiting Japan are escorted by KJC students and faculty throughout their two-to-three day tour. These WCC students are also treated to specialized workshops and hands-on activities such as tea ceremony, flower arranging, calligraphy, *kimono* dressing, ceramics, and computer use. Transportation is arranged by KJC, using both school and private vehicles.

The costs for travel, lodgings, and meals are borne by the student participants, whether they are from KJC or WCC. Although Kagawa covers the costs for its faculty advisors, Windward does not, for its advisors. Thus the WCC advisor pays a substantial amount to accompany the Hawai'i students.

While KJC's study and cultural tour groups are composed primarily of students, WCC's include students and others affiliated with the college, including community members, family, and friends. In the two WCC study tours to Japan, this diversity in participants has not created any major problems. Rather, the experiences of the group as a whole were enriched by this variety. Furthermore, the groups from Hawai'i served as models, for the KJC personnel, of the diversity of Hawai'i's community college population.

Evaluation

Benefits to WCC Students. Although the study tour is relatively short, those learning Japanese have the opportunity to use the language with hotel workers, department store clerks, waitresses, housewives, fellow travelers, students, guides, white-collar workers, and technicians. The language students may not always speak grammatically correct Japanese or use complete sentences, but they discover that they can communicate. For language learning, nothing can beat total immersion in the country where a language is spoken, where life and language are one. In spite of their best efforts, language instructors cannot produce fluent speakers in the regular courses offered outside the country where a language is spoken.

On the trips, WCC students' perceptions of the Japanese were reinforced or adjusted via real experiences. They learned about Japanese family life, the kindness and honesty of the people, and how Hawai'i was not considered so much a part of the United States as a unique place for which the Japanese felt a special affinity. Students were especially enriched by the homestay experience, realizing firsthand the Japanese way of living. Finally, by conversing with them, WCC students better understood the Japanese attitude toward work and life. How these tours will affect the participants' future—their career choices; their economic, political, and cultural interests—will make another interesting study.

Students taking Japanese language classes at WCC have benefited most from the visits by KJC students. Those visits allowed WCC students opportunities to use

the language, to explore and discover what worked when communicating with the Japanese. They also enjoyed meeting peers from another country who had interests not very different from their own, who, more often than not, showed a greater interest in and knowledge of contemporary American culture than many Americans.

Benefits to KJC Students. Kagawa students, for their part, have not been left unaffected by their brief study-tour to Hawai'i. The norm for women graduating from a two-year college in Japan is to work and get married, usually in that order; junior colleges serve as a finishing school for them. But after learning that our students can, and do, go on to four-year institutions, two of the Japanese students decided to continue their education and are now enrolled in four-year universities. Two others, who did not attend college straight out of high school and were considered highly unusual for being older and more experienced by their classmates, felt very much at home on the WCC campus where the majority of students are nontraditional, including senior citizens who are lifelong learners.

Benefits to All Participants. Participants in the exchange program have expressed satisfaction in what they have gained. Interaction with students from a different culture who spoke a different language required patience, understanding, and tolerance. It tested students' human relations skills. Students in Hawai'i, with its multiethnic and multicultural population, already have some intercultural sensitivity. With international exchanges, they have an opportunity to deepen and strengthen this sensitivity as more individual experiences shed light on particular and concrete differences that are not only racial or national in nature, but human as well. Here is the chance to eliminate stereotyped and preconceived thinking.

Future Hopes and Directions

In spite of the success of the program, planning and coordination each year continue to be cumbersome. One of the reasons is the difficulty of keeping the study tour costs down. The number of WCC participants has not been large enough to secure group travel rates that also cover the costs of the accompanying faculty advisor. Other problems are the lack of publicity for the program and the short planning period between the Kagawa students' visit to WCC and the Hawai'i students' visit to KJC.

Finally, planning and coordination at WCC are done on a voluntary basis. Given that the faculty advisor must also pay out-of-pocket travel expenses, the advisor has little incentive, other than the joy of participating. Hopefully, the college will review its policies and support travel for WCC faculty advisors.

In the past, the advisor has received support from the University of Hawai'i President's Educational Improvement Funds, which provided reassigned credits for the planning and coordination of the exchanges. WCC, on the one hand, is also considering providing regular reassigned credits for the faculty coordinator of the program. KJC, on the other, created the position of director of International Pro-

grams just last year; the appointee will be responsible for planning and coordinating exchanges.

In evaluating an exchange program, the time, money and effort necessary for success must be weighed against benefits accruing to the school, the students, and the curriculum. Sometimes these benefits will not be perceptible until long after the event.

After four years, the program is expanding; in the works is an international art exhibition on sister campuses. The coordinators are also aware of the mutual desire for furthering exchanges, in the areas of study and teaching, for longer periods of time. Responsibility for lodging, expenses, articulation of courses, and length of allowable stay have yet to be discussed. This can be worked out by the administrators of both campuses and formalized in an expanded written agreement. Both colleges are small enough that a more extensive faculty or student exchange can be worked out on a case-by-case basis, in accordance with the needs and capabilities of the individuals involved and the sister institutions.

Future planning should also ensure that faculty in all disciplines collaborate and participate in exchange programs, in all areas such as visits, teaching, hosting, and research activities. Working toward a mutual exchange, faculty could stimulate, renew, and revitalize teaching and learning on sister campuses. In a prospectus created by the community colleges in the University of Hawai'i system, one of the goals is to "provide opportunities for staff and students to participate in exchange programs." To this end, "faculty members and students from each campus will establish and maintain sister-school relationships with colleges in the Pacific/Asia region."

A Japanese Experience

Ibrahim Dik
Kapi'olani Community College

The 1988 faculty exchange trip to Japan provided diverse experiences in presenting lectures. On the one hand, I was very encouraged by the reception I received from the various audiences. They were alert and interested in an American's point of view and asked very insightful questions. They were friendly and courteous.

On the other, I was taken aback by the treatment I received from my host. As it happened, I presented the four prepared lectures to him the evening before the first presentation. Both he and I agreed that each one-hour lecture stood on its own as a written and visual presentation. Then surprisingly, he requested that I redo and condense the lectures for a half-hour, all-inclusive and cohesive presentation. Because it was not possible to reorganize and rethink the diverse and completed presentations overnight and still retain their integrity and cohesiveness, a rift developed between me and my host from our initial meeting.

Business Lectures

The general topic of my lectures was "Business in the Twenty-First Century." Using written notes and visual aids on the overhead projector, I presented four lectures:

- *From Rigidity to Flexibility,* which explores the most current theses about the future structure of business organizations
- *Window of Opportunity,* which focuses on the current technological and biological advances and how these would affect future working conditions
- *How to Think Like an Innovator,* which centers around the vast availability of information in today's world and how to use it to the greatest advantage
- *The Hollow Corporation,* which discusses the evolution of the corporation from one company, including administration, operations, marketing, sales, and service, to a network of companies in which each specializes in one area to support the overall system

I presented these lectures to four separate audiences, two in Osaka and two in Kyoto. In Osaka, I spoke first to a small group of about 25 manufacturers. The topic that created the most response was "How to Think Like an Innovator." During this

lecture, I asked the participants to take off their jackets and neckties to begin breaking through their normal behavior and thought patterns. This was apparently a new idea to the group, and as they became less "official," they began to participate more freely. They wanted step-by-step instructions on how to innovate, including what to read, what thought processes to follow, and how to divide their time schedules to accommodate each step. The most fascinating and seemingly most foreign concept for the group was that of observing other people. We discussed this at great length, focusing on the example of a person observing other people at the airport and noticing the trouble they have carrying luggage. The observer then has a breakthrough, innovative idea: placing wheels on the bottom of the luggage. The Japanese manufacturers were most fascinated with the idea of observing people at an airport. The identify-a-problem-and-find-a-solution equation did not receive nearly as much interest as the mere fact of observation.

The second lecture, also in Osaka, was presented to a large gathering of cosmetics manufacturers, sales representatives, retailers, and business leaders. Following the lectures, the audience adjourned to enjoy coffee and dessert at round tables that seated about 15 per table. The question I remember most was asked by the president of one of the leading cosmetics companies. He asked me, in fluent English, if it was possible to increase price and increase profit at the same time.

The third lecture, in Kyoto, was given to a gathering of kimono factory workers, a cohesive and loyal group. Most surprising to me was that, although they presented themselves as members of one company, the most verbal (those most likely to ask questions) in the group exhibited very individual points of view.

The fourth lecture, also in Kyoto, was presented to a collection of business leaders, very similar to a chamber of commerce. The large majority spoke English fluently and had international experiences. The most memorable event during this lecture was the behavior of my host. Although previous to this lecture he had done an excellent job of translating, using animated movements and tones, at this lecture he was decidedly uncomfortable. He hastened me along, saying that the audience was bored. It was certainly true that one of the members in the front row (about 85–90 years old) was dozing off. However, the audience came to my defense. They understood English well enough not to need a translator, and the overwhelming majority assured my host that they were in no way bored.

The reception following this lecture was a true eye-opener. I learned that the gentlemen in the audience were well educated and knowledgeable about international affairs. Many had attended college in America, many had worked in America or Europe, and many had developed multilingual capabilities. Thus, a "world view" became the general topic of discussion. As the reception came to an end, it was quickly moved upstairs to a more private, intimate room. At this time, the owner of the *obi* (sash) factory, who was hosting the event, presented me with a gift. Later, I was told it was a rare occasion since it was only the second time in his life that he had done this. I was very honored. As my wife and I left to catch the

train to Osaka, where we happened to be staying that night, we were presented with a privately driven car to take us to our destination.

Cultural Observations

Japan has a very safe and honest feeling about it. Despite not knowing the language, not being able to read the street signs, not knowing the "system," I never once experienced a feeling of helplessness or fear. The people are unique in that they concentrate on their personal surroundings and their intimate gatherings, yet the second a stranger or outsider needs and asks for help, that person is taken care of. The Japanese many times went out of their way to help me find my way, understand a concept, or grasp what was going on. They did this eagerly, without hesitation and with no self-interest whatsoever. This was refreshing.

My wife and I did as much sight-seeing as possible—she more than I. We saw numerous temples in Kyoto and never tired of seeing more. In the crowded streets of Osaka, we saw street after street of small businesses, each providing a living for its owner. For example, one of the small businesses specialized in delivering ice on a bicycle. The restaurants displayed their menu items as realistic plastic renditions in their front windows. We ordered by taking the waiter to the front of the restaurant and pointing to what looked good.

Transportation was also an adventure. We walked, we took buses, we caught taxis, and we rode trains that were much like subways above ground.

A most memorable experience was a train ride we took from Osaka to Kyoto at around midnight. The punctuality of the trains is an art in itself. The people riding the trains were also artists of sorts. We witnessed one Japanese businessman getting on the train, tired after a busy day of work and after-hours drinking. He quickly fell asleep, whereupon another businessman in much the same condition boarded the train and sat next to the sleeping man. The second man soon fell asleep on the other man's shoulder. They slept peacefully until, through some unexplainable signal, the first man quickly awoke and exited the train in perfect timing before the train doors closed.

And the food of Japan. Deliciously fresh. We ate grilled eel that now ranks among our most favorite dishes. We became so adventurous that we would have tried grilled horse meat at one of the local eateries in Kyoto—but they were out of horse meat that night. It was a grill surrounded by a thick wooden bar. The customers sat around the bar, drinking *sake* and eating grilled fish and vegetables. As we peered through the window from the outside, they invited us to join them. We enjoyed an evening of reverie in the small neighborhood inn. I had a coin trick that I taught to the customers and the owner. *Sake* was passed around. It was an evening to remember.

We also shared a luncheon table with a monk and his protege. When we arrived at this downstairs restaurant in downtown Kyoto at about 11:30 one morning, we found that we were the only customers. By noon, it was standing room

only. All vacant chairs had been taken. By 1:00 p.m., the place was once again deserted. The ebb and flow of Japanese life was fascinating.

Conclusion

The one outcome of my trip to Japan, which encompasses all the others, is the broadening of my horizons, both professionally and personally.

The conflict between my host and me could have been avoided if we had come to a definite agreement before I arrived in Japan. We had a general agreement based on a topic and the number of lectures to be presented. To better handle a similar situation in the future, I would want an agreement on a specific agenda with specific terms, in writing, so that there would be no misunderstanding.

As a scholar, this trip had a major and unexpected impact on my perception of Japan and the Japanese. It and they are different, very different, from America and Americans. It is a different culture based on different priorities. As stated earlier, I have never felt so safe in my life. This underscores the priority the Japanese place on honesty and trust. There was never any fear of being robbed or cheated, of being lost or alone. I saw no evidence of anyone being abandoned by society.

Another unexpected Japanese priority was evident in the amazingly punctual trains; this punctuality was complemented by the passengers' orderly acceptance of and compliance with time schedules. The Japanese accept and adjust to the demands of their society, to the extent that some mysterious internal time clock will alert a sleeping man to disembark a train at a precise stop.

Finally, I was surprised to learn that the Japanese workers had not thought to observe people outside of their own groups to generate innovative ideas. Having observed Japanese people firsthand for a short period, I became aware of their sense of space. Because space is much more limited in Japan than in America, the Japanese define it as the area they occupy, either individually or as a group. Anything or anyone outside of that space carries little significance. For example, while walking with my wife on the streets of Kyoto and Osaka, I noticed that if we needed help, we entered a group's space and became relevant. Otherwise, for all intents and purposes, we could have been invisible. The Japanese showed very little, if any, curiosity about events outside of their own group, their own space.

As a teacher, my horizons were broadened. In Japan, the title of "teacher" carries great respect and reverence. The teacher is considered to have specialized knowledge that the audience wants. This general impression held true, no matter which group I addressed. My role as a teacher also expanded into that of a listener. After each presentation, a question and answer session followed that often lasted longer than the presentation. It was during these discussions that I came to understand the Japanese character. Advanced as they are, they are still willing to listen and maybe learn about business in the next century from a Westerner's point of view.

Experiencing a different country with different habits, customs, and systems was not only educational, but also enlightening. As a result of my experiences, I

strongly support the continuation of an exchange scholar program between schools and universities in the U.S. and other countries.

Maui Community College and Chofu Gakuen Exchange Program

Susan Terry
Maui Community College

Chofu Gakuen Women's Junior College is a small two-year institution located in the Kanagawa-ken prefecture, which is about 30 minutes by train from downtown Tokyo. Maui Community College (MCC) has had an exchange program with Chofu Gakuen for 21 years, and this program has provided our students and faculty the opportunity for an unforgettable sociocultural experience. Each year, ten students from Japan visit MCC, accompanied by two faculty chaperones from Chofu. The students live with MCC host families for a period of ten days. They are involved in a variety of on-campus activities, such as English lessons, Hawaiian culture classes, *hula* lessons, and a luncheon hosted by the provost; off-campus activities include horseback riding, sight-seeing, beach picnics, movies, shopping, and social gatherings.

Planning and Development

Since the 1989 project year, specific emphasis has been on the English language component. Each morning, English language instruction is provided for the Chofu students by an ESL instructor. This change was requested by Mitchiko Nakamura, the current president of Chofu Gakuen.

Each May, a group of ten MCC students travels to Japan with a faculty member. The students also live with host families for ten days. Some students may be as far as a bike ride, bus ride, and several train rides away from the college. It is an education in itself for an MCC student to experience the commitment that it takes for a Japanese student to travel to school.

The Chofu faculty and staff set up a wide variety of cultural and social activities for MCC students. After the ten days with the host families, the MCC chaperone and students usually head south for two to three weeks to explore areas such as Hiroshima, Miyajima, Kyoto; then north to Nara, Nikko, and other historic locations that the students have expressed interest in visiting.

In 1989, President Nakamura visited MCC. The purpose of her visit was to meet with the MCC committee to discuss the overall program and look at future endeavors. Both colleges agreed to expand the number of students from 10 to 15 for project year 1990. Also, Chofu Gakuen is developing a Japanese as a Second Language (JSL) program for their students, which would enable them to offer our MCC students language and culture courses. The MCC committee is looking for-

ward to the prospect of an academic component for its students in Japan. In addition, there is strong interest from both campuses in establishing scholarly exchanges for the purposes of lecturing and research.

The following is the revised and updated agreement between the two schools, which was established when the MCC provost and chancellor for community colleges visited Chofu Gakuen in April 1990:

Funding Base. Chofu Gakuen is instrumental in funding the project by providing $3000 per year to the UH Foundation, to pay for the expenses of the MCC advisor who will accompany the students to Japan. Some of the monies are utilized to entertain the Chofu students; however, most activities on Maui are arranged through donations from the community. Currently, there is no budget for this program beyond of the funds provided by Chofu Gakuen.

Administrative Support. In recognition of the educational value of such an interchange, there is no doubt that MCC administrators support the concept of an exchange program. Each year the provost and dean of students are consulted about the project. Ultimately the provost makes the decision regarding which faculty members will accompany the students to Japan. In addition, the provost hosts a luncheon for the Japanese students. And, traditionally, the dean of students is instrumental in welcoming the Chofu students to Maui by arranging and sponsoring a specific activity.

Faculty Role and Student Involvement. In the past, participating faculty became involved in random fashion often as a last-minute alternative. In the last two years, the exchange committee has taken steps to set criteria for the selection of faculty who would be chairing the committee as well as participating in both the campus-based program and accompanying students to Japan. The committee recognized that the exchange program needed structure and continuity in order to evolve.

The following guidelines were established in spring 1990 and utilized in fall 1990. These criteria are used to select the most qualified faculty and students. Recommended criteria for selection of faculty:

- Demonstrated commitment to the program and interest in supporting the concept of future exchange programs for MCC students
- A willingness to assume the primary responsibility for coordination of both visitations (Maui and Japan)
- Demonstrated interest in Japanese culture and language as evidenced by completion of at least one course in the aforementioned areas, or current knowledge and/or language skill
- Demonstrated interest in student development and promoting international understanding and communication

Recommended criteria for selection of students:

- Preference will be given to students able to participate in the entire program, which has a typical duration of three weeks

- Preference will be given to students who participate in activities provided for the Chofu Gakuen students during their stay on Maui
- Preference will be given to students who have completed at least one course in the Japanese language
- In the event that more than ten students express an interest in the trip to Japan, resulting in a waiting list, preference will be given to students on a first-come-first-served basis who verbally commit by February 15, and meet the above criteria
- Final decisions regarding selection of students will be made by the Chofu Gakuen-MCC Exchange Committee

Hosting. Another area of MCC student involvement is hosting the Japanese students. Hosting is a wonderful experience, but it involves a commitment of time and participation. To assure that potential host families have a better indication of what is involved, we provide them with the following information:

- Hosting involves housing one or two Japanese students from the Chofu Gakuen Women's Junior College for a period of ten days. This can be a very flexible arrangement. For example, if a family can only host one student for five days, that can be arranged.
- Also, it often works out well to host a student for five days, then switch to another for the last five.
- The primary responsibilities of the host family include making certain the student arrives at the specified activities on time. Typically, students will need to be at MCC each morning by 8:30 a.m. for their first class of the day. Also, they will need to be picked up by the host families by 3:30 or 4:00 each weekday, depending on the afternoon activities for that particular day. During the weekdays, host families are responsible for the morning and evening meals.
- Host families are encouraged to participate in any scheduled weekend activities, such as picnics, horseback riding, and beach outings.

Community Input. Over the years the community has been very receptive to this program. Donations have been made to expand the activity options for the Chofu students. Further, the students have had the opportunity to visit many community agencies and the county government.

The campus community becomes very involved in the program. In the past, English teachers have provided language lessons, instructors have shared their talents through *lei*-making and *hula* lessons; furthermore, tours have been conducted to historical sites, and numerous trips have been made to various parts of the island. It is not unusual to have a staff or faculty member host the students for a cookout or dinner at a private home.

Challenges, Pitfalls, Rewards. The MCC exchange program committee was very enthusiastic about the increased response the program received in the 1989 project year. For the first time, there was a waiting list for the trip to Japan. Because of student government involvement, which has been instrumental in supporting

and encouraging the program, as well as timely planning and better organization, the committee believes that 1989 set the tone for the program's future growth. Also, the recruiting component has been structured to improve communication and distribution of information on campus.

A primary pitfall is lack of financial resources. MCC has none for this program. The committee would like to pursue fund-raising activities; however, we must be cautious not to interfere with the financial activities of the Provost's Foundation Fund.

A major disappointment in the 1991 project year was that, due to the war in the Gulf, there would be no exchange. Chofu Gakuen wrote to say that they were discontinuing all of their travel plans until the war issue was resolved. MCC honored this decision by discontinuing its travel plans to Japan.

The most rewarding part of the program are the friendships that develop among the students. They learn a lot about each other's culture and expand their perceptions of the world around them. It is an extremely valuable and worthwhile educational experience.

Implementation and Assessment

This program has been successful because the lines of communication between the Chofu Gakuen committee and the MCC committee have been kept open. The positive rapport has been crucial. The current Chofu Gakuen president is very supportive of the exchange program; thus it is an ideal time to develop strategies for future activities, such as the JSL component.

The additional structure that has been incorporated over the last several years has also been helpful and necessary to the development of the project. By developing guidelines for the selection of faculty and students, as well as an information binder on the organizational structure of the project, the committee has created a flexible program for future chairs to build upon.

The committee has recommended that two faculty members from MCC accompany the group each year. One will have been involved the previous year as a vice-chair and chaperone on the trip; this person will serve as the current year's chair. The other will serve as a vice-chair and chaperone for the current year; this person will then serve as chair in the following year. In this way, there will be a steady cycle of trained (and training) chairs and advisors.

What has not worked is last-minute preparations and solicitations for student participants and host families. In order to have a quality exchange, a realistic time line must be set so that everyone involved has the opportunity to adequately prepare.

An interesting challenge in the sister relationship of our colleges is that, on the one hand, Chofu Gakuen Women's Junior College has a student population of 19- and 20-year-old women. On the other, the average age of students on our campus is 30. This results in students of very different backgrounds and ages. The young women of Chofu Gakuen certainly enjoy having the chance to meet people their

own age; thus, when recruiting, we attempt to take age into consideration without entirely eliminating the opportunity for students of all ages to participate. On the positive side, the Chofu students have the good fortune to befriend American students of all ages and backgrounds.

Future Directions

The current committee is very interested in pursuing other exchange projects. We are presently communicating with Rockland Community College located in Suffern, New York. Rockland has numerous international exchange programs in which our students may be able to participate. Initially, we are interested in establishing a direct exchange with Rockland so that our students will be able to explore the East Coast of the United States.

Further, in our travels, we have made contact with educational institutions in Thailand and Malaysia. We intend to explore these possibilities. Promoting international understanding and communication and providing the opportunity for student development through travel is a valued goal of MCC, and it is our hope that we can expand the options for linking our students with the world.

Maui's Sister College Relationship with Pingtung, Taiwan

Ernie Rezents
Maui Community College

Maui County and Pingtung County of Taiwan, Republic of China, became sister counties on December 13, 1983. Mayor Hannibal Tavares, of Maui, and Mayor Lien Hui Chiu, of Pingtung, signed the agreement. A ceremony and reception took place at Ming Yuen restaurant on Maui with members of the County Council present. The Council adopted a resolution to officially establish the sister county relationship.

Mayor Chiu originated the sister county idea. He visited Hawai'i and was impressed with Maui's similarity with Pingtung. Pingtung had about a million people; Maui, about a hundred thousand. However, both are mountainous, have similar climates and vegetation, and grow many of the same crops.

The next Pintung mayor, Mong Shiung Shih, visited Maui twice on his way to and from the U.S. mainland. It was during his term, in spring 1989, that a delegation of 40, including 30 singers and dancers, visited Maui to help celebrate the 200th anniversary of the Chinese in Hawai'i. A concert was performed at the Wailuku Community Center. During this visit Mayor Shih suggested that Maui Community College (MCC) form a sister college alliance with the National Pingtung Institute of Agriculture (NPIA). The mayor and members of his party visited MCC Provost Alma Henderson. When Mayor Shih returned to Pingtung in spring 1989, he encouraged Carson Kung-Hsien Wu, president of NPIA, to establish a sister college relationship with MCC. Extensive correspondence was conducted between President Wu and Provost Henderson. A reciprocal visit from Maui to Pingtung was led by Mayor Tavares on October 16, 1989.

Pingtung County donated two large and two small stone lions to Maui County, to be placed in the Sun Yat-sen Park in Kamaole Park in Kula, Maui. The park was dedicated on November 12, 1989, and a plaque was unveiled commemorating Sun Yat-sen's residence in Kula.

Provost Henderson consulted with Community College Chancellor Joyce Tsunoda, and they agreed that a sister college relationship was appropriate and would be beneficial to both institutions. A visit to Pingtung was planned for April 1990. I, MCC's agriculture instructor, was asked to accompany the provost as I would be responsible for implementing the agreement.

The MCC delegation was met in Taipei, Taiwan, on April 13, 1990, by Shan Da Liu, chairman, and Cheng, of the Plant Protection Department. Akai, the presi-

dent's chauffeur, drove a small bus to transport the group on visits to historic temples, the Chiang Kai-shek memorial, and the National Museum of Fine Arts. The Chinese were excellent hosts.

On Monday morning, April 16, 1990, the MCC group hired taxis to go to the airport to fly to Kaohsiung. (The group experienced city driving beyond compare.) After a short flight, we landed at Kaohsiung and were again met by Liu and Akai. We drove to an intermediate school where we observed Pamela Lee and Alexander Zhang teaching spoken English through drama. Students spoke English while performing skits.

The students greeted us with paper leis, and the whole school was anxious to see the visitors from Hawai'i. We felt the energy and enthusiasm throughout the school. Taiwanese students study English for ten years: two years of conversation, two years of composition, and six years at the college and university level. Generally they are much better at reading and writing than at speaking English.

We left the school and had a fantastically delicious Chinese lunch with Pingtung Mayor Su and representatives from NPIA. We were introduced to the practice of drinking Shaohsing rice wine and toasting members at the table with *"Kampei!"* This was exciting, but it was not done to excess because it was a working day and we still had to visit President Wu.

After lunch, Akai and Liu drove us to our long-awaited visit with NPIA. The entrance is a divided road and is watched over by security. We were driven to the administration building where President Wu and some of his staff warmly greeted us. The president stood by a large, impressive maroon sign with large white letters welcoming us.

We went to President Wu's office where we exchanged college catalogs, business cards, and gifts. We discussed the sister college terms of agreement so that all parties would be familiar with the particulars. President Wu was most anxious for the agreement to be successful and surprised us with the following incentives. NPIA would:

- Provide free housing to visiting professors from MCC. Only electricity would be paid by the visitor. A new four-plex apartment was in progress on the campus.
- If the MCC instructor stayed three months, provide one free round-trip plane ticket; six months, two free tickets; 12 months, three free tickets.
- If the MCC teacher is on sabbatical leave for a year at half salary, pay a Taiwan salary to the visiting instructor.

These were incentives we had not expected; they definitely made the decision for an MCC instructor to come to Pingtung easier. However, some questions came to my mind:

- Who would pay transportation for the Taiwan instructor?
- Would Maui housing be available for the Taiwan instructor? What about house exchanges?

- What about ground transportation? Could we arrange car exchanges? There were transportation constraints in both Taiwan and Maui. Taiwan has all modes of transportation, but the school is in the country. Motor bikes are very common but appeared unsafe, from our perspective. On Maui, there is no public transportation.

President Wu held an official briefing with his 35 administrators and department heads in a modern, large auditorium. We were introduced and shown a videotape of NPIA. We then described our college's staffing, facilities, student enrollment, and programs, and our upcoming silver anniversary celebration. Individuals with whom we came into contact spoke English with various degrees of fluency, but our Chinese was nil.

President Wu hosted us, along with some of his administrators and department heads, at a superb Chinese dinner. The variety of dishes, their display, and their exquisite taste, were beyond words. We curiously asked what each dish was and received straight answers, except for one. President Wu said, "Don't ask about that one. Just eat and enjoy it." We did. Of course, almost everyone around the table had to do a *kampei*. The Hawai'i delegation did better than some of the Chinese, whose faces were flushed from the wine.

The next day, we toured the campus and visited various departments. Due to crowded conditions at the old site, this new 700-acre campus was built on a hillside commanding a view of the valley. It is situated ten miles south of downtown Pingtung. The buildings were sturdily built and furnished with few frills. The rooms had high ceilings, and for the most part, were not air-conditioned. We visited dormitories, classrooms, faculty offices and a campus museum of ancient agricultural equipment and supplies; and we had lunch in the cafeteria. All facilities were spacious and new. The cafeteria was operated by a private enterprise. President Wu expressed interest in having it used as a training facility for students, such as the one at MCC. A great delicacy, taro ice cream sundae, was served for dessert. Taro is still cultivated by the indigenous people of Taiwan, and surprisingly it is also the symbol of MCC's agriculture program.

We learned that the institute was established in May 1954, and that it initially offered three-year programs for high school graduates in three departments: agronomy, agricultural chemistry, and animal science and veterinary medicine. Over the years, the following new departments were added: horticulture, plant protection, forestry, forest products, aquaculture, agricultural mechanical engineering, division of land reclamation machinery, agricultural civil engineering, soil and water conservation, food science, agricultural economics, and home economics.

The institute, much like MCC, prepares students for professional careers or advanced study. Some of the horticulture textbooks used are written in English and are also used in our MCC classes. The identical situation may exist for other disciplines.

Students at the institute are for the most part recent high school graduates. There is also a large evening program. The institute expects to become a four-year college in July 1991. It will be called National Pingtung Polytechnic Institute and will offer four- and two-year programs. The bachelor's degree will be granted.

At 2:30 pm, Tuesday, April 17, 1990, we gathered in an elaborately decorated large room with administrators, department and division heads, and the student body president. After speeches, we exchanged official gifts, read the sister college agreement, and held the official signing ceremony. It was a formal but joyous occasion with much picture taking. Refreshments followed.

The agreement memorandum of the sister college relationship states that both institutions "agree to cooperate on international exchange programs based on a principle of reciprocity." The two colleges agreed to establish the affiliation for the purpose of furthering academic cooperation and strengthening cultural bonds between the two countries. They further agreed to develop intercultural and educational relationships as sister colleges through:

- Exchange of Faculty. The cost for transportation, housing, and salary shall be the responsibility of the faculty member's home campus and subject to the approval of both campuses.
- Exchange of Students. Subject to the approval of both campuses, all expenses will be the responsibility of the individual students in the exchange program.
- Exchange of Materials. Course literature, journals, research, papers, films, and videotapes will be exchanged between the two campuses.
- Exchange of Performing Arts Groups. Exchanges of drama, dancing, music, and other related activities will be encouraged.

The document is not legally binding but provides guidelines for the affiliation. It is subject to revision and renewal every third year and is written in Chinese and English. Both Provost Henderson and President Wu signed the document. MCC benefits from the agreement because we gain expertise in aquaculture, farming techniques, fruit production, and Chinese culture, language and art.

NPIA benefits from our expertise in turfgrass cultivation and maintenance, farming techniques, chemical safety in pesticide application, curriculum development, building construction methods, upgrading brochures and publications, English language instruction, and Hawaiian and American culture and arts.

Pingtung's support courses in computers, mathematics, English, and Chinese history make possible interesting faculty exchanges. In addition, MCC has courses in carpentry, welding, mechanics, apparel, food science, general maintenance, physics, chemistry, botany, biology, geology, which also provide opportunities for excellent faculty exchanges.

Following the signing ceremony, we toured Pingtung County and observed firsthand the extensive aquaculture projects; bulb onion, seedless wax apple, watermelon, guava, mango, and banana farms; and fruit stands. We observed taro

patches, and pineapple and cane fields in production for local consumption. Indeed, Pingtung's agricultural landscape is much like that of Maui County.

We left South Taiwan from Kaohsiung, flew to Taipei, then on to Tokyo to sign another sister college agreement with Chofu Gakuen, a girl's school with which we have had an exchange program since 1970 (see Terry's discussion in the previous article).

Upon returning to Maui, we gave a report to the entire college community. Per an NPIA request, we immediately sent MCC's course outlines for food service and apparel design, as well as a turfgrass bibliography and course outline.

We also sent a gift to President Wu via Henry Lau, who revisited Pingtung with some Maui County officials in November 1990. Lau, former Maui County director of finance, had been instrumental in fostering the sister county relationships with Pingtung.

Alexander Zhang and Pamela Lee, the two English instructors we observed in Taiwan, are the Pingtung coordinators for the sister county agreement. In December 1990, they visited Mayor-elect Linda Crockett Lingle, who formally assumed office on January 1, 1991. Pingtung's Mayor Su took office on January 1, 1990, and both these new leaders have expressed interest in maintaining the sister county relationship.

We recently sent to President Wu the 1991 MCC catalog and new agriculture program brochure. MCC faculty have expressed interest in the exchanges with faculty with the newly named National Pingtung Polytechnic Institute (NPPI). I have been invited to teach at NPPI in fall 1991. I will teach a four-hour turfgrass management course on Saturday mornings and a four-hour greenhouse and nursery management course on Thursday afternoons. NPPI will pay me a professorial salary, which I will channel to MCC to hire lecturers to cover my courses, as there is no Pingtung replacement available. I will be paid my regular MCC salary so as not to jeopardize any of my Hawai'i benefits.

Both courses will be taught in English but in quite a different format than I am accustomed. More overhead transparencies, handouts, and distributed topical outlines will be utilized. However, this is my plan from a distance. I am certain flexibility and good humor will be needed.

MCC fashion technology and hotel operations/food service instructors hope to teach in Pingtung in spring 1992.

Hopefully, the success of these exchanges will prompt still others to apply. The college is considering inviting a group of faculty and or students from NPIA to visit Maui during a summer, to be hosted by MCC faculty and students. A visit such as this will facilitate language, cultural, and program interchange. Opportunities for discovery and excitement are in store for both colleges.

Kapi'olani Food Service Training in Asia

Ernst Hiltbrand & Mona Taga
Kapi'olani Community College

Up until the 1980s, the People's Republic of China (PRC) was a world apart with over one billion people living and working with little or no outside contact. Then the PRC examined its isolationist policy and opened its doors to international visitors curious about China's history and eager to see sights long held secret. At the same time, business and commerce representatives began to carefully assess economic opportunities in this vast nation.

China was not prepared for the demands of the sophisticated traveler. Management and workers at government-run hotels felt the displeasure of unhappy guests who expressed their discomfort and annoyance. Guests criticized management for their lack of general hotel maintenance, for the inferior Western cuisine, and for the casual attitude of the hotel staff.

In an effort to address these problems, a Honolulu travel agency, Cultural Tours, in collaboration with the Chinese government, developed a program in which food service instructors from Kapi'olani Community College would provide training to Chinese restaurant staff. Cultural Tours offered fully subsidized airfare, lodging, meals, and ground transportation, while the Chinese government covered all other costs.

Each instructor could invite two students to partake in this unique and exciting experience. The students had to pay their own airfares, but the Chinese government covered their ground transportation, lodging, meals, and tours. For both of us, this opportunity to develop a link with a country filled with mystique, with people who spoke many languages, with a different political, economic, and social system seemed too good to pass up.

Preparations for the Trip

Preparation for the trip began months in advance. The Kapi'olani administration worked with Cultural Tours on logistics, and an itinerary had to be coordinated with four-to-five government-run hotels. Air and train ticketing in China can be very cumbersome, with specific regulations concerning the purchase of tickets and the control of passports. Cultural Tours made every effort to reduce these obstacles

China: A Regional View

for us. The Kapi'olani administration and food service chairperson also had to arrange for someone to translate recipes into Chinese.

Instructors selected student assistants who were flexible enough to work in new and diverse cultural settings. Students needed to be self-motivated and have the ability to assess, with minimal guidance, when and where their assistance would be required in specific situations. Student and faculty personalities needed to be compatible, and possible cross-cultural communication challenges had to be discussed in advance.

Outlines of goals for the training had to be developed. One area involved the upgrading of food quality. Recipes were selected that would give customers a variety, such as appetizers, salads, and desserts. Recipes had to be adaptable to the availability of ingredients, equipment, utensils, and work space at each hotel. Recipes were tested, using different ingredients and preparation techniques. We dis-

cussed recipe selection in depth, and we developed informative illustrations that could be conveyed on a chalkboard.

Lecture preparation was critical in order to convey proper procedures and techniques. For example, the topic of food sanitation made up one of the lectures. The concept that proper operational procedures and food handling techniques have top priority in establishing a clean environment for preparing food for public consumption had to be communicated. We emphasized that it was the responsibility of the food handlers to insure that not only would the diners enjoy the attractively prepared foods, but that it would be served free of any contamination. We developed other lectures, focusing on proper food storage, food preparation and presentation, and service to the diner.

Training in China

While in China, daily lesson plans were developed after product and equipment inventories were taken. Equipment ranged from sophisticated mixers to wood-burning ovens. Written outlines of daily activities were discussed in advance with student assistants. Their duties were extremely detailed so that proper lab preparations would be completed while the lecture was conducted by the faculty member. Recipes had to be converted to the metric system, and double-checked.

Once the lecture was completed, the trainees would immediately apply newly learned skills; demonstrations encouraged them to participate and not be intimidated by the new processes. During these hands-on exercises, student assistants monitored the cooking and baking of products prepared by the class.

Communication was made more difficult in situations involving a large number of kitchen personnel. Each hotel provided an interpreter, but the configuration of the hotel, visits by other hotel personnel, and the general noise level hampered communication.

Pictures of finished products were used to reinforce the daily lessons. Because the Chinese take great pride in the presentation of their own special dishes featuring artful displays of birds, fish, and flowers, the presentation of Western foods was of particular interest to them. Pictures were left with the kitchen staff to facilitate future preparation.

The kitchen staff were all enthusiastic about the training, and their enthusiasm was contagious. It was such a pleasure to have an attentive audience taking every opportunity to improve their skills and, once underway, not being apprehensive about trying new techniques and procedures.

We visited with restaurant employees before and after the classes, and we found that this helped to build a rapport which created a more comfortable learning environment. From these visits, as well as from follow-up letters and cards, we have maintained communication and built friendships with those able to speak English. We hold these friendships in high regard, and perhaps someday we can welcome these friends to Hawai'i.

Assessment

To our knowledge, formal assessments have not been conducted, but reports have been prepared and submitted by us, the faculty, outlining recommendations based on our observations and experiences in China. Sanitation and kitchen management were topics addressed in detail.

In future ventures with these hotels, it would be advantageous to secure a list of equipment and supplies in advance in order to facilitate the preparations required of instructors. Direct contact with hotel managers would help instructors become more aware of current developments, problems, and concerns. Visual aids, such as slide shows, enlarged photos, prepared charts, and other illustrations, would greatly enhance instruction.

Recipes should be translated into Mandarin rather than Cantonese, as the former is more widely spoken. Recipes should also be made available to each trainee. Awards other than cigarettes, such as kitchen tools, make excellent tokens of appreciation for students willing to learn and do their best.

Working with the Chinese people gave us an insight into their inner beauty, gentleness, and generosity. They are proud of their country, although they appear anxious to explore other cultures as they are gradually exposed to the world outside of China. We truly admired these people who live so humbly but with such great dignity.

Short-Term Technical Training in the U.S.-Associated Pacific Islands

Marcia Armstrong
Kapi'olani Community College

In 1984, the University of Hawai'i School of Public Health produced a report for the U.S. Federal government about the status of health care in the U.S.-associated Pacific Islands. The report concluded that technical areas of health care, such as clinical laboratory services and radiologic technology, were greatly in need of improvement.

As a follow-up to that initial report, in September 1987, the University of Hawai'i School of Public Health was authorized and funded under Section 301 of the Public Health Services Act (Pacific Health Improvement Initiative) to help improve the effective operation of health delivery service units in five participating U.S.-associated Pacific Island jurisdictions by providing short-term (two-week) training in both clinical laboratory services and radiologic technology. For the first time, The School of Public Health, University of Hawai'i at Manoa, and faculty from Kapi'olani Community College (KCC) worked together to provide the technical expertise necessary to initiate and conduct the training required under the conditions of the two-year grant. The KCC faculty responsible for the curriculum planning, on-site implementation of training, and evaluation of training were Roland Clements and Harry Nakayama, program director and education coordinator of the radiologic technology program, respectively, and I, director of the medical lab technician program.

The Short-Term Technical Training Grant

The participating jurisdictions included the Commonwealth of the Northern Mariana Islands, American Samoa, the Republic of the Marshall Islands, the Republic of Belau, and the Federated States of Micronesia. The four states that comprise the Federated States of Micronesia (Kosrae, Pohnpei, Chuuk and Yap) were considered separate entities for the purposes of the training and resource development.

"Technical training" specifically referred to on-island practical programs that were intended to upgrade the skills and knowledge of health workers in their actual work environment. Although the time for direct contact was only two weeks, island resources were to be developed to provide for continuous in-service training and to facilitate access to formal educational programs, such as those offered at KCC.

There were four distinct phases in this project. Phase I involved an assessment of the training needs in the laboratory and radiology areas, based on job duties, skills, and knowledge of the health-care workers. We developed and administered a questionnaire to determine the needs and current resources of the laboratory and radiology departments; we used it as a basis for developing the training program that was to occur at a later time. In this, our initial contact phase, we met the people with whom we were to work closely in the next two years. Unfortunately, the trips were scheduled to coincide with other federal grant project trips; thus, the KCC faculty were unable to travel to all of the islands on which training was to occur. The KCC faculty could not conduct on-site inspections and interviews to determine other problems and concerns, and this created difficulty in developing an appropriate curriculum. Also, the personal communication through the initial contacts with the laboratory and radiology department heads was essential in many instances.

The opportunities for continuing education are limited, and resources are scarce in these areas; thus, the majority of the participants on each island were enthusiastic about the prospect of continuing to upgrade their knowledge and skills.

Phase II focused on the development of competency-based curricula and assemblage of the necessary resources to provide technical assistance and consultation. The team from KCC decided that the on-site training in radiologic technology would be provided by Roland Clements and Harry Nakayama and that they would use sabbatical leaves to accomplish their tasks. Because the laboratory training needs were in varied specialties, I would provide the training in my specialty area and recruit laboratory professionals from the community to provide training in their areas of expertise. In addition to their ability to teach in a laboratory specialty area, the community trainers were selected on the basis of their sensitivity to different cultures. Finding the right trainers was quite a challenge, but those selected were generally well received and provided excellent training. Phase III was the actual training on each of the islands. Phase IV was the evaluation of the effectiveness of the training.

The Technical Training

American Samoa. The ancillary health services at Lyndon Baines Johnson Medical Center were among the best in all of the jurisdictions. They had good equipment and some technical personnel with excellent educational backgrounds, as well as many staff members who were trained on the job. The director of radiology was very enthusiastic about upgrading the skills of his personnel, and especially excited about the prospect of sending some people to KCC to become certified in radiologic technology. Harry Nakayama, who provided the training in American Samoa, said that the personnel were very receptive, but the two-week time frame was insufficient. This was a problem in most areas, especially those in which the

KCC faculty did not perform the initial assessment, as was the case in American Samoa.

The laboratory director and pathologist were not enthusiastic about this short-term training because they felt that a greater need was to provide long-term training, with a view to eventually having certification in laboratory science be a requirement for all technical people. I have been working with the laboratory director since then to have laboratory personnel enroll in the KCC medical laboratory technician program, after they have obtained scholarships from the government of American Samoa.

The laboratory training was provided by James Herron from Honolulu's Castle Medical Center; he concentrated in the area of computerized laboratory information systems. Herron and I felt that this training was of limited use to the lab, even though it was what the laboratory director and the pathologist decided was their top priority.

Commonwealth of the Northern Mariana Islands (CNMI). The CNMI Medical Center was only a year old when we first went to Saipan in February 1988. The laboratory and X-ray equipment were new and state-of-the-art. The problem, however, was that the water quality was so poor that the brand new X-ray equipment was already beginning to corrode. The radiology department supervisor had an excellent educational and experiential background in radiology, and the personnel in the department were also well qualified for their positions. Therefore, they requested training in the more advanced areas of radiology, with a view to developing their own continuing education program. Harry Nakayama provided the training at this site.

The laboratory had just hired a pathologist and was waiting for the new laboratory director to arrive when we made our initial visit. We decided that their greatest need was the upgrading of a Blood Bank. Ayoung Pavao, the Blood Bank supervisor from Hilo Hospital, provided the training. Pavao had previously worked with her husband in Pohnpei and was familiar with Micronesia. She arrived in Saipan during a bad storm, which curtailed some of the training. Working alongside the lab personnel during the emergency, she became a valuable asset. We believe that Pavao will prove to be an excellent resource person for the lab in the years to come because of her expertise in Blood Bank development and her working knowledge of the lab at the CNMI hospital.

Republic of Belau (formerly Palau). The physical facilities of the hospital in Belau were among the worst of all the islands we visited, but we were able to witness the ground-breaking ceremony for the new hospital scheduled for completion by 1991. We found the personnel in the laboratory and radiology departments eager to learn, although the internal political climate of the hospital occasionally interfered with the training process. This was one of the sites that the radiology faculty was unable to visit for the initial assessment, and Roland Clements found that he had to spend a lot of time building the trust that he could have developed

in an earlier visit. He felt that the training he provided was valuable, but, again, the time frame was too limited to be completely effective.

The laboratory training was done by Deanne Miller from Castle Medical Center and me. In spite of critical shortages of supplies, we were able to provide a knowledge base that the laboratory personnel could use in the future.

Republic of the Marshall Islands. Harry Nakayama provided the training in Majuro and found the facilities in radiology adequate and the personnel enthusiastic about the training. He felt that the training was beneficial, albeit more time could have been spent on-site.

Glen S. Nishimoto from the Naval Medical Clinic Lab at Pearl Harbor provided the microbiology training in Majuro. He had worked for a year and a half in the clinic on Kwajalein and was very familiar with the culture. He worked very well with the Marshallese technicians and with the American medical technologist. Unfortunately, the two people with whom he worked the closest and who were to continue the training for the rest of the staff left the island shortly after the training, and much of the information and skills were not passed on to other lab personnel.

Federated States of Micronesia—*Yap*. We found the physical facilities at Yap Memorial Hospital among the finest in the jurisdictions. The Department of Health seemed to have priority in funding, and thus, the supplies were usually available and the equipment was repaired and maintained on a timely basis. The radiology department was staffed by on-the-job-trained personnel who were very skilled in their areas. The training provided by Roland Clements was very useful in upgrading those skills.

The laboratory also was staffed by adequately trained personnel, most of whom had learned on the job. The laboratory director had formal training in Guam, and a United Nations volunteer was also providing services to the laboratory. This made the training provided by Deanne Miller and me very effective; we could count on these individuals to provide effective follow-up education.

Chuuk (formerly Truk). Chuuk and Kosrae were the only two jurisdictions in which both the radiology and laboratory faculty were able to personally assess the needs and resources in the health facilities. While in Chuuk, Clements discovered that the X-ray machine was leaking radiation and was dangerous to the technicians and the patients. The director of health requested that Clements write a recommendation that could be used as a justification to purchase a new machine. Within a few months after that visit, the X-ray machine was completely nonfunctional, and radiology training in Chuuk was never accomplished.

Linda Nelson from Fronk Clinic provided the generalist training in Chuuk. Because many of the instruments were not functioning during the two week period, the training was limited. However, working with the new laboratory director, she was able to provide some basic laboratory education for the technicians. The director has since returned to Honolulu; thus, it is uncertain if there was any continuation of the training.

Kosrae. By the time Clements returned to Kosrae, the person he was to train had returned from a radiology training program in Guam only to discover that his position no longer existed. The person in charge of radiology was about to retire and not interested in continuing education; therefore, Clements spent a lot of time in community service for Kosrae.

I conducted the laboratory training, the major part of which was to be centered around the new chemistry analyzer. Because they had already brought someone else to Kosrae to set it up, many of the supplies had been consumed by the time I arrived. The rest of the training went slowly, and I doubt if any changes occurred in the lab because of the time spent there.

Pohnpei. Clements found this training site particularly interesting because of the health conditions he encountered while working with the technicians in the radiology department. Lung diseases due to TB and other organisms were far more common than he would have believed. The technical skills of the people with whom he worked were good, and the training did help to upgrade their skills.

Judith Young, the laboratory supervisor from the Blood Bank of Hawai'i, provided training in Blood Bank and HIV testing. The supervisor of the laboratory in Pohnpei is a certified medical technologist who was educated at the University of Hawai'i. We believe that the information and skills imparted were very valuable and that the education will be continued through the expertise of the supervisor.

Evaluation

Everyone involved in the Pacific Island Short-Term Technical Training project found it to be a valuable learning experience. In many instances the trainers gained as much as, if not more than, the people with whom they worked. As has been noted, the two-week time frame was too short for making any major improvements in the laboratory and radiology areas.

The greatest value of the entire project was the development of professional and personal relationships among the trainers and the staffs in the laboratory and radiology departments. Because we, the trainers, have been to their islands and understand many of the problems they face, the Pacific Island technicians now have resource people and friends in Hawai'i with whom they can discuss technical issues. They have communicated with us about many issues of importance to their area. For example, after the training in Belau, I assisted the hospital administration in selecting an electrolyte analyzer and returned to Belau to train the personnel in its use and maintenance.

The greatest challenge for the project was to assess the priority status in the local governments for the provision of health care for their people. Where we found low priority, we had to work around supply shortages and old, often malfunctioning equipment. We worked with many supervisors in developing inventories, prioritizing orders, and following through, in order to maintain adequate supplies to perform the necessary procedures. We found on many islands that sup-

pliers would not deliver unless there was prepayment because the governments had a long history of not paying their bills.

Future Directions

We understand that laboratory work and radiologic technology do not tug at the heartstrings because this is not an area of health care in which there is dramatic lifesaving activity. One does not tend to feel emotional about a person having a blood test or an X-ray. However, without good X-rays and valid laboratory results, direct lifesaving activities would be extremely difficult. Adequate health care is not possible without the unsung heroes in the technical areas.

There continues to be a great need for improvement in technical health-care services in Micronesia and American Samoa. Additional on-site training, concentrating on one specialty at a time for longer periods of time, would benefit all the technical services. Unless there is at least one person in each technical area who is qualified to continue the education at each health center, most of the training will continue to be lost. We believe it is important to bring the best qualified person, in each technical area from each jurisdiction, to Hawai'i for the in-depth training that is available in the health education department at KCC. Because of our efforts on each of the islands, the faculty is better prepared to work with these individuals to provide educational experiences that are valuable and that can be transferred to their own island health-care delivery systems.

KCC already has a tuition waiver in place for Pacific Islanders for critically needed career preparation. Most of the jurisdictions provide some financial assistance to high school graduates for continuing education and can cover some expenses. The major problem is housing for foreign students. KCC has no dormitory facilities, and apartments in Hawai'i are prohibitively expensive. Since the East-West Center is in the midst of reorganization, this may be the time to work with them, with the Hawai'i Governor's Initiative on Pacific Island Health Issues, and with the University of Hawai'i at Manoa to find housing for selected health education students. Without quality education and skill building in the technical services, there can be little improvement in the quality of health care in the Pacific Islands.

The local Hawai'i students would benefit by having Pacific Island people in their classes; they could share experiences and cultures. Having a common interest in technical health care areas could serve as a common ground from which the students could explore broader issues. The possibilities of networking can be realized in the years ahead through a constant flow of technical expertise between the KCC faculty in the Hawaiian Islands and the technical staffs in the Pacific Islands.

Building Business Education Training Links

Trude Pang & David Nakamaejo
Kapi'olani Community College

In 1981, the Northern Marianas College (NMC) was established in Saipan, the capital island of the Commonwealth of the Northern Marianas Islands. Populations on two other major islands, Tinian and Rota, are served by NMC. (For more on NMC, see Moir in volume I.) Acknowledging the tremendous economic growth in the islands, NMC's administrators recognized the need to revise and expand the business education programs.

As a member of Kapi'olani Community College's (KCC) accreditation team, Agnes McPhetres, president of NMC, had an opportunity to evaluate Kapi'olani's business education programs. Impressed with the programs and acknowledging the need to modify NMC's business education programs, she sought assistance from KCC instructors. She met with Joyce Tsunoda, chancellor for Hawai'i Community Colleges, and John Morton, KCC provost, to discuss the possibility of having us assist them.

Assistance from a community college in Hawai'i was sought because of the many similarities between Hawai'i and the Northern Marianas. Economically, both island groups depend on tourism as a major revenue-generating industry. Saipan's economic situation today is similar to Hawai'i's just before the tourism boom of the 1960s. For example, according to the Marianas Visitor Bureau, for "the fiscal year 1989-1990, there was a 38 percent increase in visitors to the islands."

Their local culture is also being affected, as the Hawaiian culture was and is affected, by the tourism boom. Another similarity is that the governments of both islands are major employers.

With the guidance of KCC's Dean of Instruction, Leon Richards, the administrators of NMC selected three of us—Carl Dughi, instructor in accounting, David Nakamaejo, instructor in sales and marketing/management, and Trude Pang, instructor in office administration and technology—on the basis of our knowledge and expertise.

Technical Assistance Goals

Prior to our visit to Saipan, a contract identifying the conditions of the visit was signed. We were to provide ten working days of technical assistance to the faculty and staff of the business education department in (1) assessing current business programs; (2) determining the need for additional business programs; (3) recom-

mending business education program goals, courses, course sequences, and content for certificates and degrees in the career-ladder approach to program offerings; and (4) planning future development activities. NMC paid for air and ground transportation, hotel accommodations, and meals, in addition to consultants' fees.

Early On-site Observations

Upon our arrival in Saipan, we were immediately struck by the high humidity. When the steward opened the door, the coolness of the air-conditioned jet left and the heat entered. It was like walking into a sauna with our clothes on. We were warned about the high humidity and came to appreciate the fact that Saipan is in the Guiness Book of Records for having the fewest degree fluctuations throughout the year.

After clearing customs, we were greeted by the Business Education Department Chairperson Eric Jackman, his wife, Joy, and Acting Dean of Instruction Ravi Chandran. We were then taken to the Chamorro House to check in and freshen up. We immediately noticed a letter from the motel manager informing us that because of a shortage, water would be turned off from 11 p.m. to 5 a.m. We were also advised not to drink the tap water and to drink only bottled water. We were then taken to the Maharani Restaurant for an Indian dinner. During the dinner, we had an opportunity to experience the generous hospitality of our hosts. In fact, we repeatedly experienced their generosity throughout our stay in Saipan.

On our first working day, NMC's college administrators convened a meeting to discuss and review our tasks. In order to fulfill the terms of the contract, we were to gather information; analyze the data; develop recommendations; write the final report; and meet with administrators, faculty and staff. To complete the curriculum development process, the NMC business faculty would need to implement our recommendations, and we would need to make a follow-up visit.

Technical Assistance Activities

Gathering of Information. To determine the needs of the community, we gathered information from four major sources: NMC's administration, faculty, and students; government leaders and agency personnel; individuals in the business community; and public school educators. We met with these groups to identify the needs of the community and discuss how the college's business education department could meet these needs.

The meeting with the college administrators, President Agnes McPhetres, Vice-president Tom Thompson, Dean of Instruction Ivan Propst, Acting Dean of Instruction Ravi Chandran, and Business Education Department Chairperson Eric Jackman provided us with ideas, concerns, and a general feeling of the directions the college should take in meeting the needs of the community.

We met with the business education faculty to discuss its concerns about and recommendations for the business education curriculum.

In an open forum, we met with the students of NMC. They expressed their feelings about the types of programs they felt the college should offer and the need for quality education.

We then met with Governor Lawrence Guerrero and Lieutenant Governor Benjamin Mangloña. These leaders fully supported the college's efforts to develop business education programs. With the tremendous growth occurring in tourism, they recognized the need for trained workers in the business community.

Our meeting with the co-director of the bureau of census and the special assistant for social-economic planning produced information about the social and economic needs of the community. We, like the government leaders, recognized the need to train workers for the business community.

The president of the chamber of commerce, the senior partner of the accounting firm Deloitte & Touche, and the comptroller of Micronesian Telecommunications provided us with valuable information concerning the types of jobs and training needed by the business community. Specifically, they stressed the need to train local residents for managerial positions.

From the public school system, we met with the Commissioner of Education Elizabeth Rechebei and her staff. They were seeking advice on how to articulate business courses between the high school and college.

Analysis of Data. Comments, concerns, and recommendations from the different meetings were compiled, analyzed, and identified. In particular, our sources made many references to the economic growth of the island and the social impact it was making upon its people. They were particularly concerned that the young people were not ready to take on the challenges posed by a rapidly growing economy. Moreover, the people's cultural ties conflicted with the economic growth of the island. For example, culturally, priority was given to the family. If an individual were to choose between going to work or taking care of a sick family member, the choice would usually be the latter. School or work was secondary.

Another major concern was the labor shortage. Foreigners were being brought in by many companies to fill entry-level and managerial positions. According to the 1990 U.S. Census, of the 43,555 inhabitants in Saipan, only 53 percent are permanent residents, including U.S. citizens and people of Northern Marianas descent. Approximately 47 percent are resident aliens, the majority of whom are from the Philippines.

Recommendations. Upon identifying the major concerns, we made the following recommendations:

- Redesign programs
- Form an advisory committee
- Review course requirements
- Develop a business education marketing plan
- Schedule courses cyclically
- Structure the catalog
- Purchase equipment

- Expand facilities
- Identify instructors' responsibilities
- Provide staff development activities
- Identify the department chairperson's responsibilities

As we reviewed the college's business education curriculum, we realized that the program of study did not meet the needs of the community. We recommended that short-term programs be developed to accommodate students who wanted to enter the work force as soon as possible. We suggested that the curriculum include the career ladder concept.

In addition, we recommended that the instructors be introduced to competency-based education. Using KCC's course descriptions, the instructors could design and develop courses to meet their program requirements.

We recommended the formation of a business education advisory committee to assist instructors in identifying skills required by the various business sectors. By having two representatives for each program area serving limited terms and attending semiannual meetings, the department would be able to keep abreast of the needs of the community.

Upon reviewing the core and general education requirements, we saw that they were beyond those necessary for an entry-level position. In particular, students needed to complete an expository writing course instead of a business writing course. Similarly, a calculus course was required instead of a business math course. We recommended changes in these requirements.

We recommended the development of a marketing plan to encourage students to enroll in the program. Potential students needed to be informed of the offerings.

To insure continuity, we recommended that problems associated with course scheduling be addressed. Required courses needed to be set in a cyclical schedule, assuring students that the courses would be offered within the projected time frame for their graduation. In addition, we recommended that the catalog be revised to make it easier for students to identify graduation requirements.

We also identified specific equipment needs for the college. We recommended that a classroom be networked in Saipan, and that stand-alone computers be purchased for students, faculty, and administration on the island of Rota. Tinian's needs would also have to be addressed.

We recommended clarification of the responsibilities of the instructors and chairperson for a better understanding of the different roles in the operation of the department and college. For example, we encouraged instructors to become more involved in campus activities, and we gave the chairperson suggestions on ways to facilitate involvement.

Lastly, we suggested activities that would further develop expertise. We recommended workshops in developing students' thinking and reasoning skills, self-esteem, and human potential. We also suggested classroom research as a possible workshop topic.

Writing the Final Report. A final report was submitted to the administrators and business education instructors. It contained purposes, procedures, findings, actions, recommendations, and an appendix. The appendix included graduation requirements, suggestions for course content, and a curriculum development time line.

Meetings with Administration, Faculty, and Staff. We held two exit meetings with the administration, faculty, and staff. The first was with NMC's administrators and business education chairperson; the second, with the business education faculty and staff. In both, we presented and explained the final report.

During the first meeting, we informed the administrators about what we were going to emphasize during the meeting with the business education department faculty and staff, and the type of assistance the department may need to implement the recommendations. At the second meeting, we informed the department that the administrators would support its efforts to improve the curriculum.

During both meetings, open discussions were held in which all participants were encouraged to ask questions regarding their roles in the change process. Issues and concerns were clarified, especially when a department member felt that the proposed changes were not possible. In addition to conducting the exit meetings, we left samples of course proposals with the chairperson.

Implementation of Recommendations. The implementation of the recommendations will be the responsibility of NMC's business education department chairperson and faculty. We suggested a time line to guide their efforts.

Follow-up Visits. Follow-up visits were scheduled six months and a year after the initial visit. The purpose in the first was to further assist the department with the implementation of the recommendations. The purpose in the second was to finalize the process and to make further recommendations if necessary.

Assessing the Program

Instead of using a formal assessment instrument, we and the NMC staff agreed to continuous correspondence between our campuses. The follow-up would take the form of reciprocal visits between both campuses, as well as written and telephone communications.

Since our first visit, a business and tourism instructor and a vocational director from NMC have visited us. During their visits, they met various KCC personnel who shared curriculum concepts and teaching methodology.

Developments by Spring 1992. By spring 1992, the Business Education program, which has been developed through the joint efforts of the KCC and NMC faculties, should be fully implemented. After spring 1992, the program should be continuously monitored and necessary modifications should be made. The department, through ongoing self-evaluation, should revise its goals or set new ones to insure that the curriculum continues to meet the needs of the community.

Further Recommendations. After reviewing the steps taken to complete this project, we recommended several adjustments:

Contract. All parties involved in the contract should have a clear understanding of the objectives and the financial responsibilities. The travel arrangements should be made by the consultants, while the payment for air travel, accommodations, and per diem should be made by the institution initiating the contract. During contract discussions, all parties must have a clear understanding of how the paper work will be processed. Costs for follow-up visits and ongoing consultation should also be incorporated into the agreement.

Preparation. Consultants should prepare for the visit by becoming familiar with the political and socioeconomic climate at the site. Information should be gathered regarding the history and local customs. The latest accreditation report should be made available; it provides insight into the institution's history, philosophy, program objectives, and organizational structure. The institution's catalog could be reviewed; it includes program requirements, campus policies, and course descriptions.

Hotel Accommodations. Confirmation of reservations for the duration of the visit should be completed by the contracting party prior to the arrival of the consultants. This would insure that all accommodations are ready and that the consultants would have a place to stay throughout their visit.

Itinerary. Prior to their visit, the consultants should provide the contractors with a list of people or groups they would like to interview to assess needs and to gather information. The contractors should then be responsible for developing a tentative schedule to facilitate the interviews and meetings.

Office Space and Equipment Needs. A comfortable conference room should be assigned to the consultants throughout their visit. Prior to the visit, the consultants should identify their equipment and supply needs, such as computers, printers, photocopy machines, and office supplies.

On-site Assistant. An assistant should be assigned to the consultants throughout their visit. This assistant would not have to be available at all times, but should at least aid in the gathering of information and resources vital to the project.

Conclusion

A business education curriculum can be successfully developed at a remote site, provided that a number of logistical requirements are met. As consultants, we learned that the most important aspect of curriculum development is to be sensitive to the unique and rapidly changing economic conditions at the site. As we gathered information from administrators, business education staff, students, community members, and government officials, we formed a clearer understanding of the problem and its context. From this understanding, we became aware of the needs of Saipan's people and were able to develop a relevant curriculum.

In our discussions, it was important to be open, objective, and receptive to ideas and concerns. We feel that our attitude was instrumental in developing recommendations for a curriculum that would meet the community's educational needs.

In summary, by the end of our visit, we had become a part of the NMC campus. We gained many new friends and played an active role in building an effective business education curriculum. We formed a bond with their faculty as we worked toward the common goal of developing a program which would be continually responsive and, therefore, vital in a rapidly changing tourism-based economy. Our visit will always be a memorable experience filled with fond memories of the people of Saipan and the constructive relationships we are building there.

Building Pacific Island Networks

Robert Franco & James Becker
Kapi'olani Community College

Working in diverse and dynamic Pacific Island cultures requires careful attention to formal and informal social contexts. In a formal context, such as meeting a Pacific educator in his or her office for the first time, a visitor must sensitively blend Pacific protocols and American etiquette. If all goes well, he may find himself in more informal situations such as spending all night with a group of educators swimming off the enchanting Rock Islands of Belau, attending an infant's birthday barbecue in Guam, sharing a meal with Carolinian homesteaders in the hills of Saipan, or dancing a Samoan *siva* in Apia or Pagopago.

All went well for us, two Kapi'olani Community College faculty members, and we were successful in building personal and professional relationships with educators in Micronesia and Polynesia.

Our Experience with the CAPE Research and Development Cadre

The Center for the Advancement of Pacific Education (CAPE) was a U.S. Department of Education-funded affiliate of the Northwest Regional Educational Laboratory in Portland, Oregon. Its primary and general function was to work collaboratively with Pacific educators at the elementary, secondary, and postsecondary levels to improve Pacific schools. Joyce Tsunoda, chancellor of the University of Hawai'i Community Colleges, and many educational leaders from the American-affiliated jurisdictions in the Pacific, comprised an active CAPE Policy Board.

The board directed the activities of the Research and Development (R&D) Cadre. The members of the cadre were typically junior-level administrators representing elementary, secondary, and postsecondary school systems in American Samoa, Pohnpei, Kosrae, Truk, Yap, the Federated States of Micronesia, Belau (formerly Palau), Guam, the Commonwealth of the Northern Mariana Islands (CNMI), the Marshall Islands, and Hawai'i. The primary thrust of the cadre was to increase the potential for local school-improvement research and development throughout the region.

In November 1987, CAPE Executive Director John Kofel gave a workshop on Pacific education at Kapi'olani's Diamond Head campus. I (Franco) attended the workshop because I had taught at American Samoa Community College and

Cadre members discuss school improvement issues in Hawai'i, American Samoa, and Micronesia.

After a spirited softball game, cadre members picnic at Ala Moana park.

worked at the University of Hawai'i College of Education. Further, my doctoral dissertation focused on the links between education and employment in Hawai'i's Samoan community. I was much impressed with Kofel's professionalism and informal Pacific style, and after the workshop I approached him to express my deep concerns about past and present educational developments in the Pacific Islands. He mentioned that the University of Hawai'i system was not represented on the R & D Cadre and that he would welcome my participation.

In December 1987, I attended my first cadre seminar at the Kamehameha Schools. I was immediately struck by the opportunities available to me through cadre participation. Gathered were 25 unfamiliar Micronesian educators, representing most of the cultural and linguistic groups of the North Pacific, where I had never conducted fieldwork, and three familiar educators from Samoa, where I had conducted fieldwork over the previous 12 years.

But I was an American. Would I be perceived as a bossy know-it-all, a tool of American neocolonialism? And I was an anthropologist. Would the cadre members think I was studying them? Would I be perceived as an overly romantic cultural preservationist, out-of-touch with contemporary Pacific Islander aspirations? Was I overly theoretical? Did I need to experience Micronesia anthropologically before making any contributions to the cadre efforts? I decided to just sit and listen to the formal dialog in the sessions.

After two days of intensive work, we were all invited to a social, hosted by CAPE, to get to know each other better. We met at the Wailupe Coast Guard Station for a potluck barbecue. Here was my chance to break through some of the cross-cultural barriers, real or perceived. At this event we shared food, some of our personal experiences in the Pacific, stories of family and, as it turned out, mutual friends. The networking had begun. I never cease to be amazed at the social networking discussion that accompanies each new personal introduction:

"Oh, you're Meki's sister's friend? From Faga'itua, yeh?"

"Right, and your mother's brother is my father's cousin from Apia, yeh?"
"Are you the brother of the guy who owns the new Pizza shop in Nu'uuli?"
"No, that's my cousin Siaosi."
"Anyway, we're cousins!"

The next day I felt much more like a cadre member and set about the task of working with other postsecondary representatives from Micronesia Occupational College in Belau, Northern Marianas College in Saipan, and the Community College of Micronesia in Pohnpei. It was our task to develop a *Profile of Pacific Higher Education*, to complement the nearly completed *Profile of Pacific Schools*, which focused on elementary and secondary schools in the region.

Four months later we met again in Honolulu, and this time we received additional assistance from American Samoa Community College and Guam Community College, and a letter of support from the University of Guam. We were on our way to completing our first tangible product, but more importantly, we were establishing a social network that would last beyond the cadre work.

The higher education *Profile* brought together a large amount of data on operating budgets, administrative organization, facilities, faculty educational background, student populations, programs, language offerings, and community relations. Most of the data was presented in table format so that comparisons across 15 institutions (nine of which were in the University of Hawai'i system) could be made. The most significant finding was that most of the non-Hawai'i institutions shared a number of similarities with Hawai'i community colleges, particularly with respect to diversity of student population, and vocational and liberal arts programs.

In August 1988, the cadre met for a week in Saipan, CNMI, to finalize our presentations for the sixth Pacific Education Conference in Guam. A softball game against CNMI Public School System administrators further galvanized our cadre spirit. At the conference in Guam, members presented workshops on the two *Profiles* and on a third publication, *Promising Practices for Pacific Education*. The workshops were very well-received, with many evaluative comments referring to cadre professionalism.

In November 1988, we met again in Honolulu, and James Becker and I were asked to do an in-service workshop on Survey Research for Institutional Development. All the cadre members were bussed to the Diamond Head campus for a three-hour workshop. I discussed my survey work with the Samoan community in Hawai'i and with the Population Institute at the East-West Center. I focused more on the cultural issues involved in designing and implementing a survey, while Becker concentrated more on scientific survey methods and statistical analysis. After the workshop, the college provided lunch for all the members.

Hospitality and good food are crucial to the development of personal and professional relationships in the Pacific Islands. Welcoming customs, usually culminating in a large feast, are highly elaborated throughout the Pacific and go well beyond the *aloha* spirit so familiar to most visitors to Hawai'i. In the Pacific today,

welcoming involves airport pickup and transport, assistance with visa complexities, provision of comfortable accommodations, opportunities for shopping, and most importantly, an ever-present and undefinable spirit of feeling welcomed. It should be emphasized, however, that this spiritual element is easily disrupted by the slightest mishandlings of cross-cultural nuances.

After Kapi'olani provided its day of work and welcome (probably sequenced incorrectly from a Pacific cultural perspective), the cadre gathered the next day for work at Kamehameha Schools. I was approached by three members from Belau who wanted Becker to come to Belau to help them develop, implement and analyze a survey on teacher attitudes. They were impressed with both his knowledge of survey methodology and his informal Pacific style. Becker was off to Belau in February 1989, and in the following section he details his experiences.

Working with the Belau Department of Education

After having been approached by members of the Belau Bureau of Education to help in the creation of educational surveys, I (Becker) began a crash course on Belauan history and customs. The majority opinion of my colleagues in Honolulu was that Belau was a potentially dangerous place due to the political upheaval occurring at the time. This unsettling political situation was a result of Belau's insistence on a nuclear-free stance in its post-Trusteeship relationship with the United States. Nevertheless, I was excited to see the beautiful islands. Further, I was looking forward to sharing what I knew about survey research in a field setting, after years of teaching research methodology in the classroom.

After several months and some concerns about follow-up on contractual agreements, I was on my way. After a ten-hour flight from Honolulu the plane made its descent on Koror International Airport. Arriving by air, I was struck by impressions that would shape my work experience there. The airport appeared to have no control tower, no modern approach, no landing electronics. There was only one customs officer to meet a plane full of passengers. When modern Western culture and traditional Micronesian culture meet, they interface in ways which, at times, seem funny, or strained, to an untrained Western observer.

To facilitate the survey work, it was necessary to use a computer. I was told that a computer was available, but no one mentioned software. Therefore I had brought along a complete set of word-processing and statistical software. As it turned out, the Belauan Bureau of Education's research and curriculum development officials had better computer software than I had been using in Honolulu. They also had appropriate word-processing programs, but no statistical package. However, the three people I was to train had never used the computer and seemed reluctant to try it out.

As Franco indicated earlier, sensitivity to interpersonal aspects and a good sense of local time are imperative to effective working relationships in the modern Pacific Islands. I spent the first few days just "talking story" with my colleagues, during which I asked indirect questions aimed at discovering the level of training

needed. This more informal period allowed for the development of a social bond between me and the people I would be working with, along with others in the Bureau of Education offices. It was as important to go fishing as it was to teach the technical skills required to develop surveys. The richer the personal-professional weave, the harder my colleagues worked on the project. By the end of my stay, the following outcomes had occurred: the essentials of survey techniques and statistics were learned, and two of my three colleagues became computer literate to some degree. One has since become very skilled in this area. A pilot survey was developed and run, and data were analyzed for validity.

I discovered that Belau is nothing like the picture the Western press paints. The people were warm and generous once I had established a meaningful relationship with them. The Belauans are not violent, although political instability surrounding nuclear issues continues. I was able to speak openly with people of many different political persuasions as long as talks were informal. I witnessed a very formal and assertive *haole* (white foreigner) attempting to direct educational colleagues, and while the Belauans were polite, there was little *aloha*.

As someone said to me, "What good is a title if you cannot fish?" To me, Micronesian values are similar to all soundly based values. Respect, generosity, the ability to listen, honesty, and humility appear to be central. In working with them, I found that if these values are adhered to, the interpersonal interface between Micronesians and Westerners can be highly productive and deeply satisfying.

The Cadre Meets Again

In July 1989, I (Franco) met with the R & D Cadre in Koror, Belau, in preparation for the Seventh Annual Pacific Education Conference. By now most of the old-timers felt very comfortable and trusting in their formal and informal working relationships. However, new members were being recruited in an effort to extend the research and development training to an increasing number of junior-level educational administrators. At this point, former members were taking on new responsibilities in their home jurisdictions, or moving on to the CAPE central office in Honolulu as full-time staff. The incorporation of new members involved getting them up to speed with respect to ongoing research and helping them feel comfortable as members of the cadre. Nearly two weeks of intensive immersion in the formal work and our conference presentations accomplished the former, while a baseball game against the Belauan Department of Education, as well as other informal events, helped with the latter.

At the Pacific Education conference, the higher education representatives on the cadre presented the final published version of *Profile of Pacific Higher Education*. In addition, I presented a workshop on Developing Pacific Islands Studies Curricula. For the preceding four years, I had been chairing a session on Teaching Pacific Islands Anthropology at the annual Association for Social Anthropology in Oceania (ASAO) meetings. From these sessions and numerous related workshops presented to Hawai'i teachers, I tried to adapt a workshop for Pacific Island teachers.

The session was very well-received, and I was asked to repeat it the next day. The two weeks in Belau were even more gratifying when I was elected vice-chair of the cadre.

In January 1990, the cadre met again in Honolulu at the CAPE central office. With all three publications completed, the CAPE policy board directed the cadre to take on three new research projects:

1. Developing Excellence in School Leadership: An Assessment of the Principalship in the Pacific Region
2. Home- and Community-Based Acquisition of Cultural Knowledge and Skills: A Planning Project to Improve Transition from Home to Primary School
3. Exemplary Pacific Teachers: Improving Science Instruction through Master Teacher Team-Building

During our week of deliberation, three task forces were established, and the objectives, required information, methodologies, project plans, and outcomes were identified.

In August 1990, the cadre met in Honolulu to develop their respective research reports, which were to be presented at the Eighth Annual Pacific Education Conference, held at Kamehameha Schools. We, the four higher education representatives, met to discuss our roles as cadre members since none of the three research projects were directly relevant to our shared interests in higher education. We decided that there was one very strong common goal between our four institutions, and that was the development of solid Pacific Studies programs. We submitted a proposal, signed by all four higher education representatives, to the CAPE Policy Board, requesting its support of our efforts to develop Pacific Studies across the region. The board unanimously approved the proposal. At the end of the conference, I was elected chair of the R & D Cadre, with responsibilities to help plan the cadre meetings in the Republic of the Marshall Islands in July 1991.

On December 1, 1990, CAPE became PREL, the Pacific Region Educational Laboratory. This marked the culmination of a sustained effort by Kofel and his staff, the CAPE Policy Board, the R & D Cadre, and other professional educators in the Pacific to have a tenth national education lab established in Honolulu to focus on educational improvement in Hawai'i and the American-affiliated Pacific jurisdictions. PREL has a five-year grant of approximately 6.5 million dollars from the U.S. Department of Education to continue and intensify its elementary and secondary school improvement activities. Unfortunately, there is little support for higher education initiatives in the PREL budget, although the higher education representatives will continue their involvement in cadre work. At this writing, our specific roles in the cadre remain largely undefined.

It is very likely that sustained collaboration between Pacific institutions of higher education will need to derive funding through inter-institutional memorandums of agreement, the University of Hawai'i Pacific Island Studies Program,

or other regional or national entities. Fortunately, inter-institutional funding agreements are in place between Northern Marianas College and Kapi'olani Community College. With such support I traveled to Saipan to work with Barbara Moir, director of NMC's Marianas and Pacific Studies Program, in July 1990 (see Moir in volume I).

Future Directions in Building Pacific Networks

The PREL R & D Cadre meetings will facilitate the maintenance of contacts between the higher education representatives. However, we need to identify our own agenda in the months ahead. Developing Pacific Studies will likely remain a priority for the members.

At Kapi'olani, we have begun to discuss study-abroad opportunities for our students, and we would like to develop more faculty-training opportunities similar to those discussed in the papers by Pang and Nakamaejo, and Armstrong in this volume.

In the months ahead we will be working with John Cole, who is currently completing a Pacific History course proposal, to develop an interdisciplinary Pacific 100 course (see Franco, et al. in volume I). By spring 1992, we should complete the course outline and curriculum proposal; and by fall 1992, we should be able to offer it for the first time.

Thus by spring 1992, we hope to build even stronger networks across the Pacific, send some students and additional faculty into the region, and complete our Pacific curriculum offerings at Kapi'olani.

The Pacific Islands provide a fascinating area for ecological, cultural, and historical studies. Hawai'i's island-oriented students certainly find direct relevance and application in studying about the Pacific Islands. But mainland American students need to know more about this dynamic region in order to better understand processes such as global warming, marine pollution, species extinction, the American colonial experience, postcolonialism and new nation-building, misapplications of Western economic development theory, urbanization and social change, global population growth and contemporary American immigration, art, literature, language and cultural identity.

Our students will not understand the traditional and modern Pacific until we, as faculty members and administrators, make greater efforts to incorporate the Pacific Island experience into our internationalizing activities. Kapi'olani Community College hopes to develop stronger partnerships with both Pacific and mainland institutions by stepping up its efforts.

Marine Science Education Across the Pacific

David A. Krupp
Windward Community College

The University of Hawai'i (UH) Community Colleges system has identified as one of its goals the enhancement of Hawai'i's Asian-Pacific role. Among the proposed actions to be taken toward the achievement of this goal are the following: (1) "provide technical assistance and vocational training to foreign students on our campuses and overseas"; and (2) "export and share teaching and training expertise of UH Community Colleges' faculty and staff far and wide across the Pacific and Asia." The focus of this paper is to describe how Windward Community College (WCC) may pursue these goals in marine science. The geographical area of interest is primarily the tropical Western Pacific, where small colleges in American-affiliated jurisdictions may benefit from forming ties with WCC. These jurisdictions include the Republic of the Marshall Islands, the Federated States of Micronesia, the Commonwealth of the Northern Mariana Islands, Guam, Belau, and American Samoa (see Pacific Islands map, page vii).

Hawai'i, being a cluster of tiny islands surrounded by warm oceans, has much in common with other Pacific Islands. Its coastal environment and its environmental problems, such as pollution, the impact of development, and over-utilization of coastal resources, are very similar to those of other Pacific Islands. In a very real sense, the marine environment links all of these islands.

Because Hawai'i supports a major city with a major university system, students and faculty have modern, up-to-date facilities, equipment, and technical expertise at their disposal. In addition, Hawai'i colleges may have much to offer their Pacific Island counterparts, especially in the area of marine science education.

Two approaches that may allow Hawai'i colleges to share their expertise with Pacific Island colleges are:

1. Developing an articulated marine science program for undergraduates (i.e., Marine Option Program) at these schools, promoting pan-Pacific communication and interaction
2. Developing enhancement opportunities for undergraduate faculty in the marine sciences

Both of these approaches are consistent with the marine science training and education recommendations voiced by the United Nations Educational, Scientific and Cultural Organization.

Marine Option Program (MOP)

Rationale for Exporting MOP to the Pacific. Among the UH community colleges, WCC has the strongest marine science program, offering a comprehensive curriculum in marine and marine-related sciences (see table 1) and a MOP certificate program. WCC is also located close to the UH's Hawai'i Institute of Marine Biology, which maintains positive working relationships with the college's faculty, staff, and students.

Outside of Hawai'i, the only American-affiliated Pacific Island colleges offering formal marine science programs are the Community College of Micronesia (CCM) in Pohnpei (Federated States of Micronesia) and the University of Guam (UOG). Since 1986, CCM has offered an Associate in Science degree in Marine Science. This program was developed in response to increasing demands for managing local marine resources. The AS degree requires the student to take a total of 102 credits over a period of five regular semesters and two summer sessions.

The UOG houses a marine laboratory that focuses mainly on research and the university's graduate program. However, recently an effort was made to begin a MOP in Guam to support the marine interests of UOG's undergraduate students. Unfortunately, this program has not received strong support from UOG's research-oriented marine lab faculty.

The University of the South Pacific (USP), established to serve political entities associated with the United Kingdom and New Zealand, has developed a marine education and training program that includes marine-related courses such as marine biology, fisheries biology, environmental biology, and marine chemistry. Furthermore, USP's five-year plan includes the addition of a number of marine-related certificate and degree programs. USP has considerable experience in distance education and has recently established an agreement with the Republic of the Marshall Islands. Thus USP is already networked into the south and north Pacific and is well-suited to helping Pacific Island colleges develop marine science education programs.

Other Pacific Island colleges that offer marine programs include the Solomon Islands College of Higher Education, the University of Papua New Guinea, and several small colleges in the Philippines.

In any case, most of the small colleges in the Pacific do not offer any special marine-related programs for undergraduates. Given the importance of the marine environment for these islands and their inhabitants, the lack of formal marine science training programs must be regarded as a curriculum deficiency needing to be addressed.

While most of these colleges may not possess the staffing and resources needed to offer marine science degree programs, they could, on a shoe-string budget, develop an undergraduate certificate program similar to MOP. This program is described in detail below, and information is presented that may be useful in the development of MOPs at these schools. Furthermore, the development of pro-

grams throughout the Pacific may provide greater opportunities for the exchange of ideas and expertise among all participating sites.

While any small college, given sufficient funding and staffing, could independently develop an undergraduate marine studies program such as MOP, there is a definite benefit to developing one that is articulated with similar programs at other schools. For example, the fact that there are four articulated MOP campuses within the UH system—WCC, Maui Community College, UH Hilo, and UH Manoa—means that individual projects benefit from a pooling of students, expertise, and resources from different campuses. Students and faculty also benefit from the personal interactions. To help in the coordination of these projects across the Hawaiian Islands, an electronic mail network has been established.

Any college in the Pacific wishing to develop a MOP would find itself a welcome addition to the family. In addition to fitting into the existing communications and funding structure of the program in Hawai'i, the interested college could depend upon WCC, as well as the other MOP campuses, to provide guidance and logistical support. Students and faculty from the college would be welcomed participants in system projects. Reciprocal student and faculty exchanges would benefit all involved. Furthermore, through an articulated MOP, WCC may ease the transitions Pacific Island students must make when transferring into baccalaureate programs at UH Manoa, UH Hilo, or U.S. mainland schools.

Description of MOP. MOP is an undergraduate certificate program that emphasizes both academic and experiential learning in marine-related disciplines. The overall goal is to promote an awareness and understanding of the marine environment and of the impact of the marine sciences on all facets of life. Through a natural fascination with the ocean and its inhabitants, students often become involved with MOP and learn about the marine environment, as well as the natural sciences in general.

While the program on each campus is somewhat autonomous as a consequence of the University's organizational structure, the individual campus MOPs are also integrated into a single system through extramural funding and system-wide activities involving students and staff from all participating campuses.

The program at Windward requires the student to take nine credits of marine-related courses and to demonstrate the acquisition of a marine-related skill. The courses must include either Ocean 201 (Science of the Sea, 3 credits) or Zoology 200 (Marine Biology, 3 credits). The remaining credits may include any suitable marine-related courses offered by WCC or any other school. (Suitability is determined by the MOP faculty coordinator.)

Students satisfy the functional requirement through documentation of a skill acquired prior to or during participation in MOP. Marine-related skills are broadly defined as those involving the ocean. While they are usually associated with marine research or technology, they may also include non-science disciplines. Thus marine-related skills include not only research techniques in marine biology, aquaculture, fisheries, marine geology, and physical oceanography; but also

teacher preparation, underwater photography (or video), ocean recreational use planning, resource management, outboard motor repair, surfboard manufacturing, and sailmaking. In recent years, WCC's MOP students have been involved with the following skill projects: coastal resources surveys of the Hawaiian Islands, coastal pollution studies, marine mammal behavior, Leeward Hawaiian Island monk seal population recovery, injured seabird recovery, small-scale aquaculture, shrimp aquaculture, *mahimahi* aquaculture, sea urchin evolution and molecular genetics, deep-sea floor bathymetry, underwater video production, and marine science education programs for grade school students.

To support students with interests in aquaculture, WCC, in coordination with MOP, the UH Sea Grant College Program, and the Hawai'i State Aquaculture Development Program, maintains an aquaculture facility. Thus skill projects involving aquaculture may utilize this on-site facility. The facility emphasizes small-scale, or "backyard," aquaculture and consists of eight circular, upright, vinyl-lined ponds (approximately 3 meters diameter and 1.5 meters deep), ten square earthen ponds (approximately 9 square meters by 1.5 meters deep), a nursery pond, and a large grow-out pond. In addition to supporting student skill projects, the facility is used as a lab site for an aquaculture class and for community workshops. A practical manual in Hawaiian backyard aquaculture was an important contribution resulting from this facility that may be useful for other small colleges interested in developing a similar facility.

In developing a skill project, the student may work closely with an outside advisor such as a research scientist or other expert in the student's field of interest. For projects involving scientific research, the student may work individually or as part of a research team under the direction of a research scientist. For some kinds of projects (e.g., nonresearch projects), the student may serve as an apprentice or intern.

The development of a skill project first requires the student to prepare a written proposal. The format is much like a proposal for funding scientific research: the introduction identifies and justifies the project and a materials and methods section describes how the student will carry out the project. The proposal also includes a bibliography, proposed budget, and curriculum vitae.

Once the proposal has been approved and an advisor established, the student may begin work on the project. MOP may support the student by providing access to equipment and by purchasing necessary supplies and services. In some circumstances, the student may receive a modest stipend as additional support and incentive. The funds for supporting students generally come from either the State of Hawai'i general funds or federal sources (primarily Sea Grant).

The period of time required for completion of a project may vary, depending on its nature. The most successful tend to be those that can be completed within a single semester or summer session.

Upon completion of the project, the student must document the acquisition of the skill either by submitting a written report or by making an oral presentation at

a formal symposium. The written report follows the standard format for a scientific paper. Oral presentations are generally made at the annual MOP Skill Project Symposium, which is a MOP system activity.

WCC's MOP generally supports about 30 active students, about half of whom may be involved in developing and carrying out skill projects at any particular time. Normally about two-to-four students complete their certificate requirements each year. Others may transfer to UH Manoa to complete their projects as juniors or seniors. The students who don't complete the certificate requirements still benefit by increasing their awareness and understanding of the marine environment and by having made contact with professionals in the marine-related areas outside the WCC academic theater.

In addition to helping students gain marine-related skills through projects, MOP often develops special workshops to train students in skills that may be used in projects, future academic pursuits, and future careers. These workshops have included underwater ecological and geomorphological survey methods, underwater archaeology, and underwater video production. These workshops are usually system activities involving participants and staff from all of the MOP campuses. Frequently these workshops lead into actual projects, such as field surveys, which put student training to use in a practical way.

Students who participate in MOP often enter marine-related careers as direct consequences of this participation. WCC's students have secured marine-related jobs in both state and federal agencies (e.g., the Hawai'i State Aquaculture Development Plan, the National Marine Fisheries Service, the Army Corps of Engineers, and the Naval Ocean Systems Center), education (e.g., as marine science instructors in public and private schools), research (e.g., the Hawai'i Institute of Marine Biology and Oceanic Institute), and private enterprise (e.g., Sea Life Park and aquarium fish suppliers). Thus, many students have put their training to good use.

Funding Sources. A successful MOP requires adequate funds for a faculty coordinator, a student coordinator, clerical support, student project costs, SCUBA costs, travel, and logistical expenses.

The MOP faculty coordinator should be allocated some reassigned time (at least three-to-six credits per semester) for program coordination. He or she helps students formulate projects, proposals, and final reports. He may serve as the project advisor directly or coordinate activities between an outside advisor (e.g., a research scientist) and a student. He counsels students on academic and career directions. He works with students to develop activities on campus that promote ocean awareness. He works with MOP faculty coordinators from other campuses to put on system-wide activities such as the annual Quantitative Underwater Ecological Survey Techniques (QUEST) workshop, the annual MOP Skill Project Symposium, and the annual Underwater Archaeology Symposium and Workshop. He solicits extramural funding to help support students in the program. Finally, he manages budgets and spending from both extramural and general-fund sources.

The student coordinator is a part-time student-help position (approximately 20 hours per week). He assists the faculty coordinator in keeping students informed about program activities and workshops. He provides logistical support in setting up these activities and workshops. The student coordinator, usually an experienced MOP student, also provides peer counseling for other students in the program.

Clerical support, usually in the form of student help (approximately 20 hours per week), is needed for maintaining program records and files, typing correspondence and reports, answering telephones, and maintaining office supplies. Initially it may be possible to blend this position with the student coordinator position. Additional clerical support in maintaining office supplies and providing services (e.g., photocopying) is also needed.

While some student projects may receive support for supplies, equipment, and stipends (monetary awards in recognition of the special time and effort required to carry out a project) from the projects' outside advisors, many require direct support from MOP because outside funds may not be available. The amount of support depends upon the nature and duration of the project.

Many student projects and MOP system workshops involve SCUBA. In addition to being certified by an internationally recognized SCUBA diving organization (e.g., NAUI or PADI), students using diving as a research tool for a college or university project usually must be authorized to use SCUBA under the school's umbrella. For example, the UH, in conforming to the standards of the American Academy of Underwater Sciences, requires each university-authorized scientific diver to be certified in CPR and first aid, to complete a comprehensive medical examination, and to have his dive skills checked out by the University's diving safety officer. The costs for these requirements are usually covered by departmental general funds or by the research project funds (if such extramural funds are available).

In Hawai'i, MOP students and staff frequently engage in inter-island travel. Thus MOP funds may be expended to cover legitimate travel expenses, such as trips to participate (as a speaker) in symposia or to conduct approved skill projects. In addition, coordinators and staff from O'ahu's neighbor island programs must occasionally meet to discuss progress and future projects. If MOP is broadened to include other Pacific Islands, there will be an even greater need for travel funds.

Logistical costs include expenditures for regular mail, electronic mail, telephone communications (including facsimile), and the shared costs of MOP system projects. These cost items are important for establishing and maintaining a network that connects MOPs on different campuses.

Funds to support MOP originate from college and university, as well as extramural, sources. College or university general funds provide the bulk of support, and they are primarily earmarked for staffing, supplies, and logistics.

However, extramural funding is sought whenever possible to support student projects. The UH College Sea Grant Program has been the major source of extra-

mural funds for MOPs within the UH system. These funds have been handled centrally by the UH Manoa MOP. MOPs on other Pacific Islands could solicit Sea Grant funds independently (through the UH Sea Grant, the Pacific Island Network, or the University of Guam, which is attempting to establish its own Sea Grant program) or under the UH-Manoa MOP umbrella.

Other extramural funding may be sought. These may include other federal sources, such as the National Science Foundation. The UH MOPs have also received significant support through contracts with organizations (e.g., Army Corps of Engineers, Hawai'i State Division of Aquatic Resources, Pacific Whale Foundation, National Marine Fisheries Service, and private developers) desiring specific studies utilizing trained students. Presumably, Pacific Island colleges would have access to similar funding sources.

Finally, some students may receive support independently from outside sources. For example, a student working for a research scientist may receive direct support through that scientist's research funds. This kind of support is greatly encouraged.

Networking. One of the positive characteristics of the UH MOPs is the interaction that takes place among different campuses, even across different islands. This interaction, which is a consequence of central extramural funding sources and MOP system projects, promotes the sharing of expertise and provides students with broader learning experiences. Furthermore, MOP serves as a stepping-stone for community college students planning to enter four-year programs at either UH-Manoa or UH-Hilo. Pacific Island colleges establishing programs may also benefit by participating in this interaction among the Hawai'i campuses.

This interaction requires an effective communication network. While normal mail is still painfully slow and direct telephone communications are often difficult to establish, new technologies have enhanced and accelerated communications among the MOP campuses, even across miles of ocean. Thus the Hawai'i campuses have taken full advantage of electronic mail and facsimile communications. These new communication technologies, and others such as PEACESAT, may also close the gaps formed by thousands of miles of ocean to connect colleges across the Pacific.

Undergraduate Faculty Enhancement in the Marine Sciences

Undergraduate education in the natural sciences is often limited in quality by the tendency for academic institutions to give higher priority to research rather than basic science education. This practice encourages research by rewarding research faculty with higher salaries, smaller teaching loads, and top-rate facilities; while undergraduate faculty, whose primary responsibilities are in teaching, receive lower salaries, overwhelming teaching loads, and inadequate facilities. These factors make it difficult for undergraduate teaching faculty to keep up to date in their

disciplines. For small colleges on Pacific Islands, these difficulties may be multiplied by the lack of access to modern facilities and technologies.

The National Science Foundation is beginning to recognize the need to provide greater support for pre-college and undergraduate education in the natural sciences. Several programs are now available to enhance undergraduate learning experiences in the natural sciences.

One of these programs, the Undergraduate Faculty Enhancement Program (UFEP), addresses the needs of teaching faculty at small colleges and universities. Recognizing that these professionals have few opportunities to upgrade their knowledge and experience in their disciplines, it provides support for the direct costs of seminars, short courses, workshops, and similar activities that assist undergraduate faculty in learning new ideas and techniques—knowledge and methods that are often used to improve undergraduate instruction.

UFEP may provide opportunities for developing connections among marine science faculty at small colleges throughout the Pacific. With this possibility in mind, WCC, in cooperation with the Hawai'i Institute of Marine Biology and the UOG Marine Laboratory, has submitted a proposal for UFEP support. The proposal will present a program that will train undergraduate teaching faculty in concepts, and in the research methods used to study these concepts, pertinent to coral reef ecosystems. While this theme was chosen because most of the Pacific Islands that would host the clientele for this project are surrounded by coral reefs, the concepts and techniques presented may be applied to other systems. The theme is also useful because the reefs of Pacific Islands may provide natural teaching laboratories for undergraduate students.

In its present state of development, the program is envisioned to involve three weeks of intense study through formal lectures, laboratories, and field exercises that will present the latest information and research techniques used to study coral reefs. Topics may include reef photobiology, energy relations of reef organisms, water quality assessment, and geomorphological mapping.

Instruction will utilize facilities at WCC and the Hawai'i Institute of Marine Biology. The institute offers unprecedented access to the coral reef environment, while still being close to an urban center with a major university (UH-Manoa) that provides modern laboratories, libraries, and computing facilities. WCC will offer classrooms, laboratory space, a word-processing laboratory, as well as instructional equipment such as oxygen meters, salinometers, and light meters.

The instructional staff for the program will include coral reef experts from WCC, the Hawai'i Institute of Marine Biology, the UOG, and possibly other institutions in the Pacific. As the principal investigator for this project, I have firsthand experience in running similar summer instructional programs for graduate, undergraduate, and high school students.

The undergraduate faculty participants in the program will be selected from small colleges (e.g., community colleges and four-year teaching colleges) throughout the Pacific, with preference for faculty from Hawai'i and other Pacific Islands.

All participants will be housed either at UH-Manoa or Hawai'i Loa College residence facilities.

An effort is being made to contact potential participating institutions to assess faculty interest in the program and to tap various sources of expertise. Since some of the costs may be encumbered by these institutions, it is also important to begin to determine the extent of commitments.

The program will hopefully take place during the summer of 1992. The proposal has been submitted (April 1991), and a decision will be made by November 1991.

Acknowledgements

I would like to express my appreciation to Robert Franco and the Beacon Project editorial board for their suggestions toward improving this manuscript. In addition, substantial contributions to the content of the manuscript were made by Paul Jokiel (associate researcher, Hawai'i Institute of Marine Biology), Sherwood Maynard (director, UH-Manoa MOP), Hiroshi Kato (dean of instruction, WCC), and Michael Garcia (assistant dean of instruction, WCC).

Appendix

Windward Community College Marine and Marine-Related Courses

Marine Courses

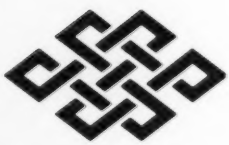
- *BOT 181, Plant Sea Life.* Survey of marine plants. Major macroalgal groups, phytoplanton, and marine flowering plants. General structure, life-histories, ecology, distribution, interaction with certain animal groups; mariculture, industrial, and food uses.
- *IS 261, People, the Ocean, and the Environmental Crisis.* People's impact on quality of coastal and ocean environments, especially Hawaiian; scientific, legal, and socioeconomic aspects. Ocean pollution; ocean technology.
- *OCEAN 201, Science of the Sea.* An introductory course to oceanography covering the dimensions of the science of oceanography, the physical and chemical properties of sea water, waves, tides, currents, life in the ocean, and the geological structure of the ocean floor.
- *OCEAN 202, Field Studies in Marine Sciences.* Up to 12 half-day field trips (usually Saturday a.m.) involving tours of oceanographic ships and facilities to illustrate important areas of research in marine sciences. Activities include sampling on board oceanographic cruises, surveying beaches, observing coral reefs, observing commercial aquaculture operations, and visiting research laboratories. Supplements OCEAN 201.
- *OCEAN 209, Oceanographic Techniques.* Concepts, techniques, and instrumentation used in determination of the interactions of marine organisms with their environment. Emphasizes field measurements and their applications.

- *OCEAN 220, Hawai'i Fisheries.* Description and examination of Hawai'i's commercial and recreational fisheries in terms of their biological basis in marine and fresh water food chains, their current size and importance in Hawai'i, and their future prospects.
- *ZOOL 106, Hawaiian Marine Invertebrates.* Survey of marine invertebrates, their structure, ecology, and evolutionary relationships. Emphasis will be placed on identification and uses of Hawaiian tidal and coral reef animals.
- *ZOOL 107, Identification of Hawaiian Fishes.* Identification of major groups and common species of fishes in Hawai'i with emphasis on shore fishes. Topics include morphology, adaptation, physiology, phylogenetic relationships, feeding relationships, behavior, ecology, fishing methods and Hawaiian use of fishes.
- *ZOOL 200, Marine Biology.* Biological, physical, and chemical characteristics, flora and fauna, and interactions of components of marine ecosystems; survey of marine environments; utilization, exploitation, and pollution of marine resources.

Marine-Related Courses

- *AQUA 101, Small Scale Aquaculture.* Survey of possibilities of small-scale aquaculture. Application of basic biological and ecological concepts and theories to the selection, planning and design of small scale aquaculture systems.
- *GG 101, Introduction to Geology.* Man's natural physical environment; the landscape, rocks and minerals; rivers and oceans; volcanism, earthquakes, and other processes inside the earth; effects of mans use of the earth and its resources. Laboratory study of minerals, rocks, and topographic and geologic maps.
- *GG 102, General Geology and Geophysics.* Measurements of geologic time; origin and history of continents and oceans; earth's interior and continental drift; origin of life and its evolution in response to past climates, environments, and other life; geologic history of vertebrate animals including man; study of geologic maps; fossils; water, fuel, and ore deposits.
- *GG 200, Geology of the Hawaiian Islands.* An introduction to the development of land forms in Hawai'i. Discussion topics include volcanic activity, weathering, erosion, ground water resources, coral reefs and beaches, and identification of rock types.
- *SCI 123, Introduction to Science: Hawaiian Perspectives.* Characteristics of science and its interaction with society, illustrated by topics in geology, astronomy, oceanography and biology of the Hawaiian Islands.
- *ZOOL 101, Principles of Zoology.* Introduction to zoology. Topics include living animals, physiology, anatomy, development, reproduction, ecology, and evolutionary relationships.

Conclusion



The twelve papers in this volume represent the efforts of faculty, staff, and administrators at five Associate Colleges to establish international relationships with institutions in Asia and the Pacific. Maui Community College has benefited greatly from the Fulbright experiences of its faculty and its institutional agreements with Chofu Gakuen Women's College in Japan and National Pingtung Institute of Agriculture in Taiwan, the Republic of China. Recently formalized agreements, additional structuring of faculty and student-selection criteria, the provision of information for hosting families, and an ongoing positive working relationship with local government have put Maui Community College in an excellent position to cultivate mutually beneficial partnerships.

Leeward Community College has a long-established relationship with Beppu University in Japan. The time-depth and personal nature of this institutional linkage has already resulted in a well-organized and professionally evaluated program, with faculty and students gaining significant intercultural and international insights. The future of this relationship looks promising because it is also rooted in Leeward's Japan Studies curricular offerings (see Conner in volume I).

Windward Community College has established a sister-college program with Kagawa Junior College in Japan. For four years, this program has focused on providing student exchange opportunities designed to enhance the cultural and linguistic understanding of Kagawa and Windward students. Faculty at both institutions are also active in presenting a joint art exhibit to be held in Japan in summer 1991, and in Hawai'i in fall 1991. As in the case of Maui and Leeward Community Colleges, Windward's institutional relationship is becoming an effective force for improved intercultural and international understanding for both students and faculty.

Windward is also developing institutional networks across the north Pacific to collaborate on the development of Marine Science curricula and Marine Option Programs. As the Pacific continues to emerge on the international scene as an area with intensive fishing and shipping traffic, increased air transport and tourism, rapid population growth and urbanization, and strategic military importance, an understanding of changing marine ecology will become a matter of increasing

urgency. Although Windward is just beginning its institutional network-building, the potential benefits to the Pacific Ocean ecosystem, which comprises roughly one-third of the globe, are enormous.

Kapi'olani Community College has extended faculty expertise to the Peoples' Republic of China (PRC), Japan, Micronesia, and American Samoa. Recent events in the PRC have curtailed food service training; however, faculty and administrative links to Japan and the Pacific remain strong. Kapi'olani has recently initiated study-abroad, intensive language programs in the PRC and has a rapidly developing student exchange program established with Kansai University in Japan, which also has a branch in Hawai'i.

Fox Valley Technical College has extended its signature program, the Quality Academy, to provide Total Quality Management training to Australian colleges and Technical and Further Education (TAFE) administrators and faculty. Working with these educators at a time of major restructuring in Australian vocational and technical training programs proved extremely rewarding for the Fox Valley team, as did viewing the incredible ecological diversity of the Australian landscape. With this successful international training experience behind them, the Quality Academy team hope to conduct additional training programs in other locales across the Pacific.

How Did They Do it?

All five of the Associate Colleges discussed in this volume exhibited the following characteristics in establishing international institutional linkages:

1. The personal vision of key faculty and administrators is central to the creation of the institutional links.
2. There are crucial elements of historical coincidence and interpersonal commitment at both ends of the linkage.
3. From individual vision and commitment comes institutional, administrative, and faculty commitment.
4. The relationships evolve slowly and flexibly over time, resulting in a strong foundation of trust and great potential for future expansion.
5. The institutional linkages are designed to directly enhance the international and intercultural understanding of the student populations through either study-abroad and reciprocal-hosting opportunities or faculty professional development.

Future Issues

The major issue in establishing institutional links will be funding. Individual commitment and vision are sufficient to start the network-building process, but rarely enough to sustain an effective program. Local and state support for sister school relations is usually available, but cultivating international-intercultural exchanges and other activities represents a major cost to local and state governments. Funds at the U.S. federal level are more likely to be available. Some of the national econ-

omies in the region, such as Japan, Taiwan and Australia, can provide substantial funding for specific activities, but most cannot. As a result of funding constraints, there may be an unevenness in the representation of countries involved in community college student and faculty exchange relationships.

Other macro-structural issues requiring focused consideration and resolution involve factors resulting from differences in relative cost-of-living. For example, faculty or students living in Japan or Hawai'i will likely incur additional financial difficulties in meeting their housing, food, and transportation needs. A faculty member coming from the PRC or Western Samoa would find it extremely difficult to manage the cost of living in Hawai'i, without some form of compensation. By contrast, American faculty and students might find the lower cost of living in the PRC or Western Samoa to their relative advantage.

Very few institutional links have been established with the emerging nations of Southeast Asia. This is probably due to political and economic factors as well as historical differences in the development of higher education in this region. These may be major constraints. However, in light of the growing population of students from the Philippines, Indonesia, Malaysia, Vietnam, Cambodia, and Laos in our community colleges, it is important to work to overcome these constraints.

Less problematic issues involve the time-consuming complexity of understanding and dealing with immigration restrictions and the matching of faculty members to appropriate teaching loads at sister colleges. At the personal level, separating international faculty from their families, their communities, and their cultures may pose serious adaptive problems. Convincing the local government and the local community of the importance of international exchange may also be difficult and time-consuming. Again, committed and visionary faculty can help here, but ideally, a campus would have a full-time faculty exchange program coordinator.

These issues and many others associated with international and intercultural exchange require our immediate attention and will be addressed in the 1991 Beacon International-Intercultural Conference.

—RWF